



ACADEMIC PROGRAM REVIEW

University of New Mexico
Honors College
October 22-23, 2015

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Contents

Introductory Section and Background Information	4
0A. Executive Summary	4
0B. History of the Honors College	5
0C. Organization and Governance	6
0D. Specialized/External Program Accreditations	6
Criterion 1. Program Goals	7
1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.	7
1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission.	8
1C. List the overall learning goals for each undergraduate program within the unit.	10
1D. Explain the manner in which learning goals are communicated to students and provide specific examples.	11
1E. Describe the unit's primary constituents and stakeholders.	11
1F. Provide examples of how satisfaction of the program goals serves constituents.	12
1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.	17
Criterion 2. Teaching and Learning: Curriculum	20
2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.	20
2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.	22
2C. Describe the modes of delivery used for teaching courses.	24
Criterion 3. Teaching and Learning: Continuous Improvement	25
3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.	26
3B. Provide evidence of actions taken to improve programs based upon the assessment process.	27
Criterion 4. Students (Undergraduate and Graduate)	29
4A. Provide information regarding student recruitment and admissions (including transfer articulation).	29

4B.	Provide an analysis of enrollment trends, persistence, and graduation trends.....	30
4C.	Provide a description of program advisement for students.	34
4D.	Describe any student support services that are provided by the unit.	36
4E.	Describe any student success and retention initiatives in which the unit participates.....	37
4F.	Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.	37
Criterion 5. Faculty		39
5A.	Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.	39
5B.	Provide information regarding professional development activities for faculty within the unit.	41
5C.	Provide a summary and examples of research/creative work of faculty members within the unit.....	41
5D.	Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).	42
Criterion 6. Resources and Planning		42
6A.	Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board’s recommendations are incorporated into decision making.	42
6B.	Provide information regarding the unit’s budget including support received from the institution as well as external funding sources.....	43
6C.	Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.....	44
6D.	Describe the library resources that support the unit’s academic and research initiatives.	45
Criterion 7. Facilities.....		45
7A.	Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.	45
7B.	Describe any computing facilities maintained by the unit.	48
Criterion 8. Program Comparisons.....		49
8A.	Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit’s programs in comparison with other programs such as number of faculty, student characteristics, and types of programs:	49
Criterion 9. Future Direction.....		53
9A.	Provide a summary of strengths and challenges for the unit.	53
9B.	Describe the unit’s strategic planning efforts.	55
9C.	Describe the strategic directions and priorities for the unit.	56

Introductory Section and Background Information

0A. *Executive Summary*

What follows is a report of the UNM Honors College Academic Program Review self-study. While a large number of areas of excellence are highlighted, there are a few areas that need improvement and will be the college's strategic focus moving forward over the next few semesters. The document that follows highlights the Honors College's strong program at the undergraduate level. Over the last decade or so, there have been several attempts to create an Honors College at UNM. The Honors College grew out of a university-wide task force report that took place between 2010 and 2012. In the fall of 2013, the new college accepted its first class of freshmen. The new college has implemented the majority of the task force recommendations as well as many other important changes. These have included the following:

- Remodel of the Honors facility.
- Creation of Lobo Scholars and connected faculty hire.
- Development and implementation of a curriculum to satisfy a Major and a Minor.
- Development, implementation, and assessment of courses that fulfill UNM's core curriculum.
- Development and implementation of an assessment plan for BA program learning objectives.
- Expansion of the existing staff by one person.
- Expansion of the full-time tenure track faculty by two faculty lines.
- Creation and implementation of the UNM Distinguished Fellows Program.
- Ratification of college bylaws.
- Establishment of policies and procedures to have a well-organized and governed unit.
- Establishment of an Honors College Alumni Chapter.
- Replacement hires for several retirements.
- Implementation of bringing Honors course offerings onto LoboTrax and interfacing with broad university reporting structures for graduation requirements.
- Initiation of regular evaluations for post-tenure faculty and achievement of first faculty promotions to full professor.
- Acceptance of Honors Core curriculum by many of UNM's colleges toward their major and minor requirements.
- Awarding of the first two B.A. degrees in spring 2015.
- Development of four Honors "houses" as cohorts to encourage community.

Given the successes the Honors College and the former Honors Program have experienced over the last several years, there are several areas that will need to be addressed in the coming years. These include the following:

- Increase of staff and faculty numbers to better accommodate the workload of a fully functioning college with its various initiatives and the increased structural requirements.
- Increase visibility and credibility on campus with other colleges and schools.
- Recognition of the Honors College's unique structure and attainment of its rightful place in the Southwest region.

- Revision of web page and multiple documents such as the Honors Student Handbook.
- Hiring of a dedicated development person and implementation of a development program.
- Increase of diversity in student and faculty populations.
- Increase of space, or determining appropriate numbers for current space and faculty/staff.
- Development of models that will allow Honors to more accurately predict demand for classes.

This report addresses the nine criteria of the UNM Program Review Guidelines. These include the following: Honors College Program Goals which outline its vision and mission; Teaching and Learning in the Honors College based on its curriculum philosophy; Teaching and Learning Assessment; Student Advisement and Support; Faculty Profiles; Resources and Planning; Facilities; Comparisons with Peer Institutions; and Future Directions.

0B. History of the Honors College

The UNM Honors Program was founded in 1957, making it among the oldest programs in the nation. Leaders in the field, most importantly Dudley Wynn, the first director of the program, established the UNM Honors Program. The first students to graduate from the program did so in 1961. The program eventually hired lecturers specifically to teach in the program, and these people were dedicated teaching faculty. In 1993, it was decided to confer tenure to Honors faculty and those lecturers who were in the program were given the opportunity to become tenure stream. None of them accepted that offer, and so remained as lecturers. The director at the time, Dr. Rosalie Otero, was tenured, and the first two tenure-track faculty members were hired in 1996. At the end of the academic year 2014-2015 the last lecturer retired, making UNM's Honors College a full tenure track faculty. Throughout the 1990s several task forces were convened to examine the feasibility of converting to a college, but no progress was made. Finally, in 2010 a new university-wide task force was created and a supporting report completed (Appendix A). The decision was made to become a college and approved by the Board of Regents and Faculty Senate (report in Appendix A) and the transition began in 2012. In fall 2013, the first freshman class was admitted to the new UNM Honors College. That year 711 students were admitted—a landmark number. By the end of academic year 2015-2016, the last students who participated in the Honors Program will have graduated.

The transition from a program to a college was accompanied by the hiring of a ½ time dean dedicated to the college. The position of Director also shifted to Director/Associate Dean and there were no increases in staffing made at that time. In mid-2015 a third staff member was hired. Full-time faculty numbers have increased from 8 to 10 in addition to the Director/Associate Dean.

At the time of writing this report the college has just admitted its third class. There appears to be a strong market for what the college has to offer to New Mexico's students. The new curriculum was approved by the Faculty Senate and has been implemented, and many of the internal structures needed to function as a college are now in place. There remains much to be done to complete the shift, but, overall, the college is making every effort to complete these changes.

0C. Organization and Governance

The Dean for the Honors College is Kate Krause, J.D. and Ph.D. She served as Interim Dean for the year prior to Honors officially becoming a college, and has now served as the permanent dean for more than two years. The Director and Associate Dean for the Honors College is Ursula Shepherd, Ph.D. The bylaws for the college were ratified in April of 2014 (Appendix B) and the college has begun the process of developing and ratifying procedures and policies needed to guide the governance of the college. It is worth noting that the college is somewhat unusual in that, as a college with only one unit, it sometimes functions as if it were a department with a department chair, and sometimes as a college with the administrative needs and requirements of a college. As such, the position of Associate Dean carries the duties and responsibilities of each of these positions.

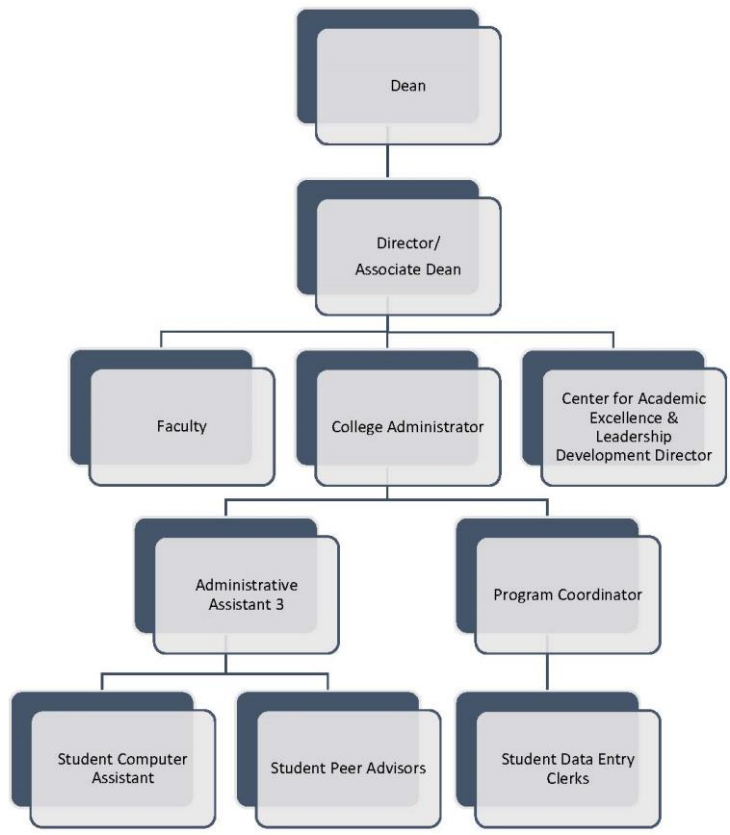


Figure 1 – Organizational Structure of the Honors College

0D. Specialized/External Program Accreditations

The Bachelor of Arts Degree in Honors Interdisciplinary Studies is awarded by the Honors College, and has UNM Institutional Accreditation from The Higher Learning Commission. The B.A. degree and Minor are designed to give students a background in the liberal arts with an emphasis in interdisciplinary studies and research methodology.

Honors education in the United States does not have a formal accreditation organization or process associated with the universities that offer honors academic programs. However, the National Collegiate Honors Council has long served as the professional organization that oversees site visits and self-study evaluations for its members. That organization has developed a list of best practices by which to evaluate honors programs and colleges, and that list is available at: <http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/>. Based on this list, and several other characteristics (e.g., Honors tenure track faculty; strong capstone options; the participation of UNM Honors College Faculty in the National Collegiate Honors Council; and the prize-winning literary magazine) the UNM Honors Program was regarded by the National Collegiate Honors Council as a leader in the field, and the new college maintains these high standards.

0E. Summary of last APR

There has never been a formal Academic Program Review for either the former Honors Program or the new Honors College at UNM. At the time of the last HLC accreditation, there was an informal gathering of data that was used for reporting at that time. The current Academic Program Review will serve as an important benchmark in the history of the UNM Honors College and is an exciting opportunity to study where the college has been, where it is now, and where it aims to be in five years.

Criterion 1. Program Goals

The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

Honors College Mission: The mission of the UNM Honors College is to provide challenging opportunities for an intensive interdisciplinary and cross-cultural liberal education to highly-motivated, talented and creative undergraduates in all majors and to build a community of scholars.

Honors College Vision: The vision of the UNM Honors College remains the same as that articulated when the new college functioned as a program: The college is and will be a nationally recognized leader in providing outstanding interdisciplinary liberal arts education to a diverse group of undergraduate students.

Meeting the Mission and Vision: The Transcribed Designation, Minor, and Major enact the college's mission of being "intensive[ly] interdisciplinary" by requiring that every single Honors course be taught in an interdisciplinary manner (defined as integrating at least two disciplines during the study of a topic or problem). The curriculum is scaffolded so that each level involves increasing interdisciplinary skills. Students who complete the Designation are expected to take courses that will provide a strong beginning to interdisciplinary thought while those who complete the Minor will take courses through the 400 level, and are therefore expected to achieve

higher order integration skills. Those who complete the Honors Major will demonstrate strong interdisciplinary skills and will be able to apply those skills to current topics or problems in both 400-level courses and, importantly, in the thesis or creative project that is required of all majors.

The Honors College ensures a “cross-cultural liberal education” through courses which focus on or involve multiple cultures and by offering courses that span six of the seven core areas at UNM. In addition to offering numerous courses in humanities, writing and speaking, social and behavioral sciences, natural and physical sciences, math, and fine arts, all students are required to take the Humanities Legacy course. This course serves as the entry Honors course. It varies in topic but all faculty members must include material that demonstrates how the past informs the present. As the Legacy handbook (Appendix C) instructs: “Legacy courses provide our students with knowledge of works and ideas from earlier cultures that have played and continue to play significant roles in understanding the contemporary culture in which we live. Through examinations of primary texts, explorations of secondary source materials, and intensive discussions and written assignments, the goal of Legacy courses is to explore what our current culture has inherited from earlier times, peoples, and cultures” (1). In addition to this required course, faculty members are encouraged to create courses at every level that include various cultures and political perspectives.

Finally, students are strongly encouraged to participate in international or national exchanges and faculty-led programs that are specifically geared to cross-cultural training. The UNM Honors College awards students who do such programs or similar course work in addition to 12 credit hours in a language with an “International Distinction” as a way of strongly supporting such endeavors. Small scholarships and stipends are also available to increase the access for these programs to a broader student community.

1B. Describe the relationship of the unit's vision and mission to UNM's vision and mission.

UNM's Mission: The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

Honors College curriculum especially serves the mission's foci on excellence in teaching and research. The faculty relies on teaching through active learning techniques so there is little to no lecturing in the Honors College. As the college's tenure and promotion handbook (Appendix D) states, “For the Honors College, faculty are expected to focus primarily on undergraduate teaching” (2.0). Faculty in the UNM Honors College mentor undergraduate students in much the same way that faculty in other colleges mentor graduate students. The ability to provide small, seminar style classes to first and second year students as well as upper classmen aids in serving this aspect of the UNM mission.

The Honors College has cultivated a community focused on excellence in teaching and there are several ways in which this excellence is pursued. Several faculty members have been awarded UNM teaching awards (both Teacher of the Year and the most prestigious award, the UNM Presidential Teaching Fellow) and the current Associate Dean was awarded the 2011 Carnegie/CASE U.S. Professor of the year for research institutions. This past academic year,

Amaris Ketcham, received the New Faculty Teaching Award and Dr. Leslie Donovan was nominated for the nationally distinguished Cherry Award. Another way this is manifested is in faculty participation in the Center for Teaching Excellence (CTE) workshops, including the award of a CTE teaching fellowship in 2014-15 for another junior faculty. Many faculty teach writing intensive courses and students report doing more reading, writing, and discussion, especially for the lower level Honors courses, than in the larger required courses at UNM.

Research expectations for faculty in the Honors College are similar to those in any other department at UNM. Promotion and tenure requirements for scholarship are equivalent to those stated in the UNM faculty handbook. This is especially true for the quality of work expected. The differences that might be noted for Honors faculty are driven by the decision that the Honors College faculty is dedicated to undergraduate teaching and undergraduate research mentorships. As Honors faculty, they do not have access to, or responsibility for, graduate or postgraduate students. In addition, while the Honors College has moved to provide some start-up funds depending on the current norms of each discipline at UNM (e.g., a biologist in the discipline would receive a substantial start-up package, a social scientist a much smaller, but still significant one, and a humanities professor might receive almost nothing), Honors packages are much smaller and these differences likely impact research output and potential to compete for large-scale grants. It is also important to note that as a college with faculty from a diverse set of backgrounds, there are large differences in funding opportunities in these differing fields. Each junior faculty member has a tenure committee. Two members of that committee must come from outside the Honors College (i.e., from the department of the Honors faculty member's disciplinary background) and two must come from Honors. It is expected that these non-Honors faculty advise the junior Honors faculty on what high research standards consist of for their discipline (Tenure and Promotion Guidelines, Appendix D).

Special Honors College Initiatives: Because the Honors College is embedded in a research university, it offers a unique opportunity for undergraduate students to be involved in research. Close research collaborations between Honors faculty and Honors students are strongly encouraged. A unique initiative of the UNM Honors College has been the establishment of the Honors Research Institute. The institute was established several years ago with small amounts of funding from donors. The intention has been to provide strong research opportunities for undergraduates from diverse fields of study. Three years ago, the McKinnon Family Foundation provided a grant of \$100,000 that was used to provide both stipends to support international travel and to fund international research opportunities in particular. Those funds made it possible to carry out biological research in Australia, geological/paleontological work in Uruguay, archeological work along the Inca Trail in Ecuador, and several opportunities for study in Spain. There are also programs related to sports history that are headed to Canada, and others at a more local scale.

Last year the Honors College became the UNM home for the Mellon Mays Undergraduate Fellowship program, providing funding for young students who aspire to careers in academia. Information about this important initiative can be found at <http://uresearch.unm.edu/unm-mmuf.html>. The first five students for this program were selected in spring of 2015, and the second cohort will be selected in spring of 2016. This opportunity allows outstanding UNM

students in non-STEM fields to participate in research and take advantage of excellent mentoring opportunities throughout their undergraduate careers.

The Regents' Scholars Program was established in 1989 and the first class was selected in 1991. The program is designed to attract the brightest and most talented students from the state and nation to UNM. It is the most prestigious of all scholarships awarded at the University of New Mexico offering an academic scholarship that provides funding that covers standard tuition, books, fees, and room and board. Dr. Leslie Donovan, a long-time faculty member of the Honors College, serves as the Faculty Coordinator. Dr. Donovan provides students in the program with general academic advisement, information on special opportunities, assistance with applications for internships and graduate school, as well as many other advisement activities. In addition, Dr. Donovan organizes regular meetings for Regents' Scholars throughout the year as well as the Regents' Scholars New Student Orientation each August. Regents' Scholars are required to participate in the Honors College for at least the first two years of their college career. Many complete the Designation or the Honors Minor.

In an effort to promote global awareness through international academic programs, the Honors College has a long history (approximately 30 years) of conducting faculty-led summer and spring international programs. The most important of these has been the unique summer program known as Conexiones. Conexiones was an integral part of the Honors Program, and continues to be important in the newly formed college. In summer 2014 students traveled to Ecuador, and in summer 2015 another group went to Spain: <http://www.unm.edu/~conspain/>. Other programs have recently traveled to Australia and to Cuba, and in 2016 there will be a program to Ecuador again.

Each of these initiatives has been established to support and further the missions of both UNM and the Honors College.

1C. List the overall learning goals for each undergraduate program within the unit.

The college has identified five specific Program Student Learning Outcomes. These have changed over the last several years, and as of the most recent faculty retreat were amended to include:

1. Demonstrate effective written communication.
2. Demonstrate effective oral communication.
3. Apply critical thinking to problems and topics.
4. Apply creative thinking to problems and topics.
5. Integrate knowledge, technologies, and skills from different disciplines to address problems and topics.

The first four of these are emphasized throughout the curriculum while the last one is introduced at the 100 and 200 levels, but is specifically emphasized at the 300 and 400 levels. At this time, the college has not established specific places in the curriculum where the 4th will be assessed. Students who complete the Designation must take courses through the 300 level, so they will have some exposure to goal 5, but are expected to gain the most from meeting goals 1-4. Students

completing the Minor are expected to achieve the final goal of integration, but not to the same high standard as those completing the Honors Major, who must complete a capstone thesis or creative project that demonstrates achievement of goal 5.

1D. *Explain the manner in which learning goals are communicated to students and provide specific examples.*

There are at least three ways in which Honors College program learning outcomes are communicated to students. The student learning outcomes are on the Honors College website: <http://honors.unm.edu/typesofcourses.php>. Also, every course proposal must include appropriate learning outcomes and every syllabus is required to include its own learning outcomes. These must be appropriate to course content while also reflecting and fulfilling several of the program level student learning outcomes. Thus, students see at least one and possibly several of the program level learning outcomes on every syllabus. Honors College Program Learning Outcomes will also be articulated in the Student Handbook that is currently being revised. Also, it is the responsibility of those reviewing the program of studies for each student applying to major in the college to ensure that these programs will achieve the learning outcomes.

1E. *Describe the unit's primary constituents and stakeholders.*

Internal Constituents and Stakeholders

Honors Students
UNM Departments/Colleges
UNM Government: Board of Regents and Association of Undergraduate Students
UNM Graduate Schools
UNM Athletics Programs: Lobo Scholars Program
UNM Global Education Office
UNM Center for Academic Excellence and Leadership Development
UNM Student Residence: Scholars' Wing
UNM Honors College Alumni Chapter members

External Constituents and Stakeholders

NM State Professional Associations and Professional Workforce
NM Statewide High Schools
NM Community Organizations/Associations
Regional Honors Colleges and Programs: Western Regional Honors Council
Nationwide Graduate Schools
Nationwide Honors Colleges and Programs: National Collegiate Honors Council
International: Countries where Honors College has regular international programs and Honors faculty have professional exchanges and co-sponsored research projects.

1F. Provide examples of how satisfaction of the program goals serves constituents.

Honors Students: The Honors College offers high-achieving students a rich and diverse interdisciplinary curriculum with exceptional opportunities for individual learning and serious thinking. The college aims to provide distinctive opportunities for students who show promise of outstanding academic achievement and to do this so well that graduates are competitive with the top students of any college or university. The Honors College provides challenging opportunities for intensive interdisciplinary and cross-cultural liberal education to highly motivated students and aims to develop persons able to integrate knowledge from different sources. It prepares students to adapt to new environments; to demonstrate professional skills in formal writing, oral presentations, and collaborative exchanges and intellectual dialogue; and to understand and work with complex topics and situations.

UNM Departments/Colleges: In addition to completing a Major, Minor, or Designation in the Honors College, Honors students are affiliated with other departments as they earn undergraduate degrees or minors in other disciplines. Departments across UNM benefit from Honors students' preparation, especially the development of critical thinking skills, improvement of their writing, speaking, and analytical skills, and ability to work in an interdisciplinary context integrating knowledge from different fields. Since even students who are completing a Major in the college will take only 30% of coursework in Honors, they are actually involved in the larger UNM community for more of their college careers than they are in Honors (Table 1). Their presence enriches the overall UNM community.

Table 1: Honors student participation in UNM Schools and Colleges and comparisons with their college cohorts. ASM = Anderson School of Management, AS = College of Arts and Sciences, ED = College of Education, FA = College of Fine Arts, NU = College of Nursing, AP = Architecture and Planning, MED = School of Medicine, US = University Studies.

Non-Honors Students Fall 2006-Spring 2014

	ASM n=1614 15.67%	AS n=3840 37.27%	ED n=1648 16.00%	FA n=429 4.16%	NU n=735 7.13%	AP n=186 1.81%	EN n=1126 10.93%	MED n=215 2.09%	US n=501 4.86%
GPA	3.3	3.29	3.45	3.57	3.58	3.74	3.34	3.4	3.05
Credits at Graduation	142.97	152.78	161.68	147.72	171.24	158.14	166.49	181.07	147.72
Semesters in UC	2.32	1.8	1.78	2.31	1.74	1.55	0.63	1.59	6.43
Years to Graduate	4.71	4.87	4.98	4.62	4.64	4.8	5.03	5.19	5.11
HSGPA	3.37	3.38	3.37	3.49	3.57	3.42	3.52	3.45	3.15
ACT	21.47	22.09	22.55	23.23	22.17	21.82	23.97	20.71	19.79

Honors Students Fall 2006-Spring 2014

	ASM n=138 7.26%	AS n=1304 68.60%	ED n=108 5.68%	FA n=112 5.89%	NU n=50 2.63%	AP n=26 1.37%	EN n=96 5.05%	MED n=26 1.37%	US n=41 2.16%
GPA	3.62	3.7	3.77	3.76	3.72	3.72	3.64	3.62	3.58
Credits at Graduation	141.61	151.26	157.15	154.96	170.03	159.62	163.91	173.08	139.01
Semesters in UC	2.52	1.99	3.01	1.75	2.26	1.96	0.58	2.81	7.02
Years to Graduate	4.25	4.44	4.44	4.52	4.88	4.39	4.73	5	4.46
HSGPA	3.8	3.78	3.87	3.78	3.77	3.86	3.84	3.81	3.64
ACT	25.94	26.99	26.03	26.73	25.18	27.78	28	26.28	25.03
# Honors credits	11.35	14.5	9.4	11.16	5.77	13.32	8.66	10.46	14.53

Many Honors students draw on their research experience with Honors faculty to complete their Honors Departmental Thesis. For example, in the academic year 2012-2013, 24 Honors students of a total of 110 graduates presented departmental theses. Seventy two percent of Honors students are full-time students in the College of Arts and Sciences.

Members of the Honors faculty generally have courtesy affiliations in other UNM departments. They collaborate in a variety of ways, including research projects, lectures, and as members of undergraduate thesis, Masters, or PhD committees. Current examples of those affiliations are with the following departments: English, Anthropology, Latin American Studies, Sociology, Earth and Planetary Sciences, and Biology. It is expected that the new Fine Arts faculty hire will be granted a courtesy appointment in the College of Fine Arts.

Finally, the presence of the Honors College is expected to attract a larger proportion of New Mexico's high-achieving student population to UNM as a whole. At the time of writing this report, it does appear that the average ACT score for entering freshmen at UNM is rising as a proportion of the total, and as of May 1, that increase for this year is approximately 6-7% (personal communication, Matt Hulett).

Two years ago Albuquerque buses were carrying an advertisement that read, "New Mexico State University has New Mexico's only Honors College." As the presence of the Honors College is marketed and advertised more widely, and as improved records of Honors students' impact are kept, the contributions to UNM as a whole should continue to grow.

UNM Government- Board of Regents and Association of Undergraduate Students: There is a long and rich tradition of Honors students participating in student government and in the political and social life of the broader university. Regularly, the student representative on the Board of Regents is a student in the Honors College (at least 6 of the 11 student regents named to date.) Students from the Honors College frequently run for ASUNM senator or other leadership positions in student organizations. Last year the ASUNM president was an Honors student, and this is true again this year. For the 2015-2016 academic year, at least five ASUNM senators come from the Honors College. One of the Honors College's goals of motivating students to be active participants in a democratic society begins to be accomplished in the elected university positions. They start their training as leaders with these types of college governing experiences, and many continue to serve the university as well as their community long after they graduate. A very few current examples of this include such former students as Rosalyn Nguyen, Sunny Liu, or Joe Dvorak. Rosalyn is active in UNM Alumni efforts; Sunny Liu now works for the NM Legislative Finance committee; and Joe Dvorak has become a District Attorney in Santa Fe.

UNM Administration: Honors College faculty members are active in university-wide committees. Three have had long-standing commitments on the international committee now under the Faculty Senate. They regularly engage in efforts to improve conditions for and practices in faculty-led international trips. One is currently a member of the Provost Committee on Assessment. The Honors College has its own Faculty Senate representative, and other faculty members serve on university-wide committees of all types, including the Regents Scholars selection committee, the university-wide freshmen reading committee, the Outstanding Teacher Awards Committee, the UNM publications board, and even the UNM Press. Honors College has, in the past, provided the Faculty Senate President and the Chair of the Committee on Governance. At present, the large number of junior faculty makes this level of university-wide commitment difficult for the college as a whole, but this faculty cohort will become increasingly active as they progress through the tenure process.

UNM, National and International Graduate/Professional Schools: According to the 2012-2013 Annual Report, 93% of UNM Honors graduates go to graduate/professional schools. This percentage has been more or less consistent in the history of the Honors College. Medicine and Law are some of the favorite fields chosen by Honors graduates and UNM is often the school they choose. Other examples of UNM fields chosen by Honors graduates for their graduate degrees are Spanish and Portuguese, Anthropology, Bilingual Education, and Latin American

Studies. (See Section 4F for percentage of graduates by year.) In addition to UNM graduate and professional schools, Honors alums attend programs across the nation and internationally. Examples include University of Chicago Medical School, Harvard University Medical School, Trinity College, Dublin, Stanford, UC Berkeley, Davis and Santa Barbara, London School of Economics, and Cambridge University.

UNM Athletics: The Lobo Scholars Program (LSP) is an innovative program that serves the University of New Mexico's high-achieving, enthusiastic, and motivated student-athletes. It is a collaborative effort led by the UNM Athletics Department and UNM Honors College. LSP offers qualified student-athletes several benefits: application support for nationally and internationally competitive scholarship programs; the “scholar-athlete portfolio” experience; Faculty mentorship; Honors College admission and advising assistance; and student research opportunities. Athletics has acknowledged the importance of identifying in their athletes those academically high-achieving students, and the important role of the Honors College in helping with the goal of raising the athletes’ GPAs as well as nurturing the experience of those already academically successful athletes. Ryan Swanson, who is the faculty director of this program, has provided additional recruiting support to Athletics as he now regularly meets with student-athletes who are considering UNM and other options. UNM Honors and Athletics are in the vanguard in the creation and execution of this program. At the end of the second full year, there is broad agreement that this program better prepares athlete scholars and invites a broad population into Honors that has, in the past, been less active in the college.

UNM Global Education Office: Fifty percent of Honors graduates (according to the 2012-2013 Annual Report) participate in some sort of study abroad (compared to just 4 % of UNM graduates). Honors students apply to study abroad through the UNM Global Education Office, and in the process pay an administrative fee that GEO requires. This office consistently benefits from the regular presence of Honors students’ applications to study abroad. GEO also works closely with the international programs offered through the Honors College, such as Conexiones Spain/Latin America and other short- term international programs led by Honors faculty. The Honors College offers an “International Distinction” to those students who do some type of study abroad and also earn 12 credit hours in a foreign language; in the academic year 2012-2013, for example, 33 of 110 Honors graduates graduated with the International Distinction. The Honors College strives to encourage students to be internationally engaged, to research and work for a better world, and to learn through their Honors experiences to adapt to new environments. All these goals are addressed through the international component of their Honors education. Through this international component, the Honors College focuses on accomplishing one of its main goals: “encouraging cultural and ethnic diversity as a unique advantage, providing the environment in which our students learn with one another to generate new knowledge that helps the world’s people influence and celebrate the value of difference.”

UNM Center for Academic Excellence and Leadership Development (CAELD): The Center provides programs to enhance the academic, personal, and professional development of high-achieving students at the University of New Mexico. CAELD’s primary mission is to prepare students for their next steps after graduating from UNM by strengthening each student’s potential to become a competitive candidate for graduate/professional schools, nationally competitive

scholarships, and professional opportunities. CAELD provides resources and opportunities focused on academic excellence, research, leadership development, and community engagement. CAELD oversees various programs including the National & International Scholarships and Fellowships (NISF), Research Match, Mellon Mays Undergraduate Fellowship (MMUF), and the UNM chapter of National Society of Leadership & Success (NSLS).

Through this office both Honors and other UNM students apply to some of the most prestigious scholarships (i.e., Rhodes, Truman, Marshal, Gold Water, Fulbright). Honors faculty members participate on a regular basis as members of UNM selection committees for these scholarships and fellowships. They also work to identify students who might be excellent candidates for these awards, and often write letters and provide additional mentoring to students who are in the process of applying for these awards. The Honors College has a long history of participation in this endeavor, and is extremely pleased to have this office under its purview. The director of CAELD has produced a brochure and regularly advertises this service across campus (Appendix E). The director of this program reports that moving CAELD into the Honors College complex has increased her accessibility and her effectiveness as she is now located within a community of high-achieving students. She believes that she is now more visible to the whole university community. Finally, the Honors College staff provides administrative support for this program.

Over the last several years, UNM students, both Honors and non-Honors, have been the recipients of important fellowships, scholarships, and awards (Appendix E). This year's scholarship recipients are featured at <http://nisf.unm.edu/our-scholars/2015.html>. Not mentioned at the time the 2015 winners were honored is UNM's and the Honors College's first-ever winner of the Elie Wiesel Prize in Ethics, Alexandra Stewart. She is now waiting to hear about the Rhodes and the Marshall. This announcement is not due until late Fall 2015.

UNM Student Residence: Through the Scholars' Wing and with an Honors faculty member as mentor, student residential life benefits from a dynamic community of Honors students who reside in Hokona Hall and plan diverse activities and extra academic training. This residence program is anticipated to grow over the coming years. It is a strong element of the freshman year, and while it has been important for many years in the past, the college is only now beginning to develop it more fully. Also, the presence of Honors students in the dorms is a benefit to the broader residential community. Residence life staff reports the dorms occupied by Honors students have lower rates of crime and other problems. In addition, a number of Honors students act as residence assistants and therefore act in a leadership role in that venue. At the time of writing, the Fall 2015 number of Honors occupants in Hokona Hall had risen by 30% from 70 rooms to 100.

Honors College Alumni Chapter: In the fall of 2014, the Honors College hosted its first themed Homecoming event and at that time created the Honors College Alumni Chapter. This was done to reach out to Honors alums, most especially those who could potentially feel that the creation of the new college might signal changes that excluded them. The chapter has been incorporated and is becoming active in a number of ways that are expected to provide benefits to the college. The Alumni Chapter has already participated in both 2014 and now 2015 Homecoming planning, advertising, and programming. They have created an Honors Alumni Award. They are working to

develop a strong base from which to draw potential mentors for Honors students in the future, and they will work to raise funds for Honors College initiatives. The Associate Dean, the Honors College Administrator, and many of the faculty in the college work together with these alums to support outreach and develop ways for alums to be involved. Alumni also reap benefits as the college becomes more visible in the community and beyond, and as the reputation for the college grows. The new Honors Alumni Chapter web page can be found at:
<http://www.unmalumni.com/honors-alumni-chapter.html>

The Greater New Mexico Community: Workforce, High Schools and Community

Organizations: Former students from the Honors College graduate with strong skills in writing, critical thinking, and problem solving. They go on to teach in local high schools (e.g., Ben Riggs, Ivonne Orozco, JoJo Grano, and Austin Miller are all recent graduates now teaching in New Mexico high schools) and many are active in community organizations.

The presence of an Honors College at UNM has real value to NM high school students. It provides an opportunity for these students to participate in a strong, interdisciplinary liberal arts program while engaging with the full opportunities available at a research university. Many of New Mexico's students hope to participate in such special opportunities as study abroad or other extracurricular opportunities while in college. The choice of attending a large, public university, often with most of the college costs covered with scholarships of some type, makes it possible for many more of them to take advantage of such offerings.

The National Collegiate Honors Council and the Western Regional Honors Council: UNM's Honors College has been an active participant in both of these professional and student centered organizations. In the past, faculty members have served on the National Board, and have regularly participated in conferences. *Scribendi* magazine is a regional publication supported in large part by the Western Regional organization. UNM's contributions to this literary publication provide an important venue for student publication.

- 1G. *Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit's educational objectives.***

Upcoming Performance and Related Symposia: As a part of the 2015-2016 academic year, the Honors College, in conjunction with the New Mexico Philharmonic and other community groups, will perform musical pieces that were recently transcribed by Honors College students under the direction of the 2014-2015 Carruthers Chair, Conductor Javier Lorenzo. This performance will take place in April 2016, and will be accompanied by talks as well as a research symposium on the musical form known as zarzuelas, and an important 19th and early 20th century musician, Manuel Areu, <http://news.unm.edu/news/honors-college-presents-the-zarzuela-project>. Honors students are currently conducting research on Areu's life and using his personal papers to prepare for the symposium. As a part of the work completed during the 2014-15 year, a first recital of this newly discovered music was produced which may be viewed at https://www.youtube.com/watch?v=9NMXgA_YhXc. The April 2016 performance is expected to

renew the interest in the zarzuela form here in New Mexico, and will take place at the National Hispanic Cultural Center. Former Carruthers Chair, Javier Lorenzo is an Argentinean, and this work is now a collaboration that spans two continents: North and South America.

Community Projects, both Local and National: The Honors College has had a long history of service learning. Prior to becoming a college, one of the four possible capstone choices was a six credit hour commitment to service learning. Included here is a listing of the 2012-2013 service learning projects completed by Honors Program graduates:

Fall 2012 Honors Senior Action Projects:

- Organized Mental Health training for RAs and other interested UNM personnel.
- Organized a TED Talk for the UNM community around issues of sustainability.
- Community organizing work in the Sawmill Community to encourage neighbors to be more involved in the needs of the community politically and socially. Started a Sawmill Community Newsletter.
- Created a 26-page booklet on educational information and opportunities for older foster youth.
- Created a support group for high school students who have or have had cancer. Project still ongoing.
- Planned, developed, and taught three workshops on creative activities that mentors could do with their mentees for Big Brothers/Big Sisters.
- Planned, developed, and taught a healthy lifestyle curriculum to over 140 middle school students.
- Developed and wrote a Student Guidebook for Surviving Your First Year at UNM.
- Worked with two Title I elementary schools and art teachers to have a public exhibition of the students' work at Off Center Arts.
- Created and implemented workshops at Young Women United on community organizing.
- Wrote and implemented curriculum for elementary-age students on the importance of exercise and eating healthy. Taught more than 150 students over a one-month period.
- Wrote and taught five workshops on computer technology and problem solving to immigrant adults at Encuentro.
- Worked with several civic organizations to obtain professional clothing and worked with several hair salons and barber shops to get vouchers for haircuts for people who may not have had money to purchase these items for job interviews. Student worked with the Storehouse on this project.
- Student created several Road Safety Analysis reports for an organization that promotes changing the laws that allow bicyclists more access to safe roadways.
- Planned and implemented an Outrun Fear event in Roswell and raised \$6,800 for the Chaves County Cancer Fund.

Spring 2013 Honors Senior Action Projects:

- Created the UNM Survival Guide Website to help address retention efforts in higher education: <https://sites.google.com/site/unmsurvivalguide/>.

- Re-chartered the students with disabilities group called ACCESS - Accessible Campus Community Equals Student Success.
- Provided dental hygiene information and products to St. Martin's Hospitality Center for the Homeless.
- Organized a food and cash donation drive for Women Veterans of NM to help the NM Veteran Integration Center. Collected 1,265 plus pounds of food and \$798.77 for struggling women veterans in NM.
- Worked with Christine Duncan Charter School to fundraise and find new board members. Collected \$390 for classroom teacher supplies.
- Addressed the issue of veteran unemployment by holding a Student Veteran Resume Skills Workshop.
- Created a 'tumblr' page to address the issue that students have a lack of information regarding their rights and safety on UNM campus: unnm411.tumblr.com.
- Addressed poor childhood literacy in Valencia County by talking to parents about the importance of early childhood literacy development during a literacy night at a local elementary school. Information was in Spanish and English.
- Created four resource pamphlets for seniors on food, clothing, Medicare, and transportation. These were distributed to Senior Centers in Albuquerque.
- Developed curriculum to promote patient health literacy by implementing the teach-back method at various medical facilities in the city of Albuquerque.
- Planned and implemented a successful fundraiser on Saturday, April 28, 2013 and wrote a feasibility study for Susan's Legacy. Raised \$2,010 for Susan's Legacy.
- Promoted minority interest in STEM fields by returning to students' prior elementary schools in southern NM and successfully planned and implemented a Science Inspiration Day.
- Created community awareness campaigns to fight the stigma surrounding HIV.
- Provided pamphlets that detail low cost/free pet sterilization programs and the risks of not sterilizing an animal to decrease companion animal overpopulation and educate pet owners. Pamphlets were distributed to over 50 vet clinics in Albuquerque and Santa Fe. Student received a grant to print 700 professional, color pamphlets.
- Created an educational awareness campaign that highlighted the importance of Whooping Cough vaccinations for present and future healthcare personnel.
- Organized a 5K walk and run to raise both funds and awareness for the issue of Heroin and Opioid abuse in the state of New Mexico. Raised \$776 for the Heroin Awareness Committee.

The faculty advisor for the service learning options also compiled a list of funds raised for the community through service activities in the past several years, and that total was estimated to be \$21,986.00 (Appendix F.)

As the college was formed and the Honors Program was retired, the service learning capstone option was eliminated. However, at the August, 2015 faculty retreat, service learning was reinstated as a possible senior option. As the college continues to build the new curriculum, Honors will again engage students more fully in this area. Even without the capstone option, there are several service learning experiences available to Honors students through specific classes or specific class projects that require this type of service in local/state community organizations.

Volunteer work is required for all Regents Scholars who are required to do service in both on-campus and off-campus organizations. Honors Student Association members are urged to do volunteer work and there are other links to the broader community through specific initiatives such as “Games for Change” (ARIS community), the National Collegiate Honors Council, and through the Honors College Professional service.

Honors faculty members provide training and advice through evaluation visits to other honors programs in colleges and universities nationwide. Honors faculty lend their expertise to the service of city projects and non-profits around Albuquerque and Santa Fe and participate as advisors or board members in projects that involve city development and/or non-profit organizations (from educational to business, for example.) This service also includes public lectures in the community.

Scribendi: This regional magazine has high impact due to its national prestige. *Scribendi* provides a venue for students across the west and beyond to publish writings and other creative works. As a national winner of the Pacemaker Award in 2013, and a finalist for the Association of Writers and Writing Programs (AWP) Undergraduate Journal Award in 2014, it has brought special recognition to the Honors College while serving a broad and diverse audience. Students who participate in the production of this literary journal are trained in diverse skills that are part of the educational goals of the Honors College.

Criterion 2. Teaching and Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate.)

- 2A. ***Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.***

Honors College Bachelor’s Degree in Interdisciplinary Liberal Arts

Candidates for the Interdisciplinary Liberal Arts Major must be admitted to the Honors College, must apply to be a Major in their second year, and must maintain a 3.5 cumulative GPA. Each student develops a unique program of study with approval of the Honors College Degree Committee following the requirements outlined below.

In addition to the coursework within UHON, a Major in Interdisciplinary Liberal Arts requires (1) a minimum of 120 credit hours, of which at least 36 credit hours must be in courses with a UHON designation; (2) the completion of UNM core requirements; (3) a minimum of 12 credit hours in a single non-English language, or documentation of equivalent proficiency; (4) a minor or a second major in a complementary field of study with approval by the Honors College Degree Committee; and (5) a minimum of 18 credit hours of upper-division courses covering new environments and developing technologies, intercultural knowledge and competence, personal and social

responsibility, and research fundamentals and methodology. These latter courses may come from the Honors College or across the UNM campus (with approval of the Associate Dean and/or the Honors College Degree Committee).

Majors are required to take UHON courses across the levels as follows: a minimum of 3 credit hours of UHON 121 or 122; a minimum of 3 credit hours of UHON 200-level courses; a minimum of 6 credit hours of UHON 300-level courses; and a minimum of 3 credit hours of UHON 400-level courses. Majors must also take the following: 6 credit hours of integrative Honors block courses, and 6-9 credit hours of interdisciplinary Honors thesis/project. Integrative blocks consist of 2-3 Honors courses that are organized around a single theme, research, or experience, take place over 1-2 semesters, and are taught by at least two faculty members. They are meant to provide a serious integration component that will bring two or more disciplines to the problem or topic.

Interdisciplinary Honors Thesis/Project: All Honors Majors must complete an independent thesis or project that brings together their interdisciplinary course of study. Projects are currently defined to include senior teaching or service learning, provided that those options meet the requirements outlined during the August 2015 faculty retreat (Appendix G).

Honors College Minor in Interdisciplinary Studies

Students seeking an Interdisciplinary Studies Minor must be admitted to the Honors College, maintain a 3.2 cumulative GPA, and successfully complete 24 credit hours in courses with a UHON designation. These courses should be distributed as follows: 3 or more credit hours at each level and a minimum of 12 at the 300-400 level. At least 15 credit hours must be completed in UHON courses in the Honors College; up to 9 credit hours offered by other units may be used to satisfy Minor requirements if they meet Honors requirements (i.e., are interdisciplinary and are approved by the Associate Dean).

Honors College Designation

Students seeking a Transcribed Designation in Honors must be admitted to the Honors College, maintain a 3.2 GPA, and successfully complete 15 credit hours in Honors as follows: (1) 3 or more credit hours in 100-level Honors courses; (2) 3 or more credit hours in 200-level Honors courses; (3) 3 or more credit hours at the 300 level; and (4) an additional 3 credits completed at either the 300 or 400 level. At least 9 credit hours must be completed in UHON courses in the Honors College; up to 6 credit hours offered by other units may be used to satisfy Designation requirements if they meet Honors requirements.

Overview of Courses and Levels offered in the Honors College

At each level, the Honors College offers multiple courses that focus on particular topics. These courses are included in a general way in the university catalog, and those with a delta are repeatable (Appendix H). The specific courses offered in each semester are not, at this time, ordered in a particular way, except that approximately 25 legacy classes, 14 200 level core classes, 14 300 level, and 8 400 level were offered this fall (2015); while it is expected that there will be only about 5 legacy classes, 20 200 level classes, and similar numbers of 300 and 400

level classes will be offered in Spring 2016. The curriculum committee makes an effort to choose courses across a wide range of fields each semester, and courses are approved based on their conformance with the college student learning outcomes, the rigor of the class, and whether it meets the overall requirements of each level—100 to 400. Course descriptions for Fall 2015 are available on our website under “Current Courses”.

- UHON 121-122: Freshman University Honors Seminar/100-level Legacy Seminars – these courses introduce students to college-level writing and instruction through an exploration of the works and ideas from earlier cultures that play significant roles in contemporary culture. These courses provide students with an introduction to course content, skills required of Honors students, and overall expectations of the Honors College. Legacy courses satisfy the UNM Core Curriculum requirements for Area 5: Humanities. A sample course description and the accompanying syllabus for a legacy course are included in Appendix H (Donovan).
- UHON 200-Level Core Courses: these courses satisfy UNM Core Curriculum requirements and provide a survey of approaches to their subjects. Each UHON 200-level course is organized around a particular focus while adhering to the overall theme of the core area (see Section 2B below for greater detail). A sample of course materials for Writing and Speaking course taught by Professor Ketcham in Fall 2015 can be found at <https://sites.google.com/site/uhon201/home>.
- UHON 300-Level Courses: These courses offer interdisciplinary exploration of specific topics designed to demonstrate the interconnectedness of academic disciplines. They offer sustained focus on a more narrowly defined body of materials and provide the first in-depth practice of the art of integration across disciplines. A sample course description can be found in Appendix H (Moore). Also available at <https://sites.google.com/site/scrubendi2014/> is course information for the first semester of the *Scribendi* magazine production course.
- UHON 400-Level Seminars: These courses involve the exploration of topics in greater depth than at lower levels, and require students to take on greater roles and responsibilities within the course. They provide students with advanced study of well-defined topics. Students develop strong self-sufficiency in interdisciplinary work that allows them to meaningfully integrate and synthesize materials, concepts, perspectives, or methods from more than one discipline and to evaluate complex issues or solve difficult problems in original ways throughout most content units and most assignments for the course. A sample course description and syllabus can be found in Appendix H (Goloversic).

2B. *Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, cross-listed courses.*

The Honors College contributes to other internal units in a variety of ways, including offering courses that satisfy UNM Core Curriculum through cross-listed courses, and through the contributions made by Honors faculty in terms of campus-wide service and collaborations with research initiatives across departments. In addition, the Honors College will begin to offer a 3-2 option with LAII culminating in a Master’s Degree in Latin American Studies. This will serve as

the model for additional collaborations that will serve students across other fields.

Contributions to the UNM Core Curriculum: The Honors College offers a variety of courses that satisfy the UNM core curriculum requirements for Areas 1-5 and Area 7. The Honors College is second to the College of Arts and Sciences in the number of courses offered within the core curriculum. These courses include the following:

Table 2: Description of Honors College Core Offerings

Area	Course Number	Course Title	Description
1: Writing and Speaking	UHON 201	Rhetoric and Discourse	Students learn to strengthen their writing and speaking skills.
2: Mathematics	UHON 202	Mathematics in the World	Students gain interdisciplinary and rigorous introduction to mathematical reasoning by learning from mathematicians and how they do and have done mathematics and how that relates to the rest of human activity.
3: Physical and Natural Sciences	UHON 203	Science in the 21st Century	Familiarizes students with scientific inquiry and builds an understanding of the role of the sciences in society and culture as well as introduces students to the interdisciplinary nature of scientific inquiry.
4: Social and Behavioral Sciences	UHON 204	Individual and Collective	An interdisciplinary introduction to the social and behavioral sciences. Students identify, describe, and explain human behaviors and how these are influenced by social structures, institutions, and the processes of complex and diverse communities.
5: Humanities	UHON 121-122	Honors Legacy Seminars	Introduces students to college-level writing and instruction through an exploration of the works and ideas from earlier cultures that play significant roles in the contemporary culture in which we live.
	UHON 205	Humanities, Society & Culture	An interdisciplinary approach to the Humanities, from history to philosophy and English.
7: Fine Arts	UHON 207	Fine Art as Global Perspective	Introduces interdisciplinary perspectives on fine arts to encourage an understanding of the role of art in society and culture.

Cross-listed Courses: The Honors College offers a variety of cross-listed courses and intends to increase these offerings. Examples include Natural History of the Southwest and Congress and National Policy, 300 level; Innovative Design Clinic, Computational Sustainability, and Senior Design, 400 level. There are many other classes that the Honors College accepts for credit but that are not currently cross-listed. The Honors College hopes to substantially increase these offerings over the next two years.

Branch Courses: The Honors College is working with the branch campuses to bring their offerings into conformance with the main campus curriculum. Negotiations have begun with Taos, and it is planned that there will be a Legacy offering soon, and that in future, other core classes may be offered through that branch.

Contributions by Honors College Faculty: Many Honors College Faculty members contribute to and affiliate with traditional departments and other units on campus:

- Dr. Sarita Cargas is affiliated with the Peace Studies Program, has taught classes in Anthropology and LAII, and serves on Provost's Assessment Committee.
- Dr. Leslie Donovan is affiliated faculty in the English Department, Comparative Literature Department, and the Institute of Medieval Studies. She teaches ENGL 490-005, 497-012, 597-003, & 551-009 (Senior Honors Thesis, Individual Study, and English Problems & Comparative Literature Problems), and has served on graduate committees in English, Comparative Literature, History, and Education.
- Dr. Chris Holden is a member of the Faculty in Educational Linguistics (College of Education) and serves on graduate committees of doctoral students in Organizational and Information Learning Sciences.
- Amaris Ketcham serves on the Teaching Enhancement Committee (2014-17) and served on the Book Selection Committee of the Lobo Reading Experience.
- Dr. Celia López-Chávez has strong ties to LAII and is a member of their faculty consortium. She has acted as a member on several graduate committees and served as a member of the publication board for the UNM Press.
- Dr. Troy Lovata is the Honors College faculty senate representative, a member of the National Security Studies Program Advisory Committee, and was a member of the Study Abroad Allocations Committee of the Office of the Provost.
- Dr. Jason Moore is affiliated with the Department of Earth and Planetary Sciences (EPS) and has sat on a recent search committee for that department. He collaborates with members of this department and others on research topics and he is currently serving on a Master's committee in EPS.
- Dr. Ursula Shepherd is affiliated with the Biology Department. She collaborates with members of this department on research topics. She teaches cross-listed classes at the 300 and 400 level. She has acted as primary advisor on undergraduate thesis committees, and as a committee member for both Masters and PhD committees.
- Dr. Ryan Swanson is affiliated with the Athletic Department and directs the Lobo Scholars Program.
- Dr. Michael Thomas is the Faculty Advisor for the Scholars' Wing.
- Dr. Marygold Walsh-Dilley holds a courtesy appointment with the Sociology Department, and is affiliated with the Department of Geography and Environmental Science and the Latin American and Iberian Institute.

2C. *Describe the modes of delivery used for teaching courses.*

Courses in the Honors College are all interdisciplinary seminars that use active and student-centered pedagogies. Courses are capped at 17-18 students and are highly interactive. Student participation and leadership are fostered in all UHON classes. Courses use a variety of modes of delivery to achieve these goals, with an emphasis on experiential, hands-on, and active participation learning. The Honors College seeks to incorporate experiential learning as a central part of the curriculum. As defined by the Association for Experiential Education, “experiential

education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.” UHON classes integrate experiential learning through discussion, student research, problem-based learning, field trips, labs, and hands-on projects.

A number of high-impact experiential learning opportunities in the Honors College exemplify this commitment to experiential learning. Examples include the following:

- Conexiones is a study abroad program run by Honors faculty for 30 years. It began in Mexico, and now brings students to Ecuador and Spain in alternating summers. Students spend 33 days in a field session living with host families and learning about the culture and language of the host country.
- Honors Research Institute is a program that encourages methodological training-by-doing as students are integrated into faculty research projects. Past Honors Research Institutes have included the following:
 - Marine research in Australia leading to two student-authored research papers and at least one major journal paper with Dr. Ursula Shepherd.
 - Paleontological research in Uruguay with Dr. Jason Moore.
 - Musical and historical work investigating the Zarzuela Manuscripts of composer Manuel Areu from 1849-1889 with Carruthers Chair Professor Javier Alejandro Lorenzo.
- Field-based classes spend part of the semester participating in and reflecting on an intensive period of field study. Some recent field-based classes have included the following:
 - Shakespeare Abroad: Interweaving Old and New—a six credit course culminating in a 10-day trip to London and Stratford-on-Avon, England.
 - Sacred Sites of Northern New Mexico—a course that explores a variety of religious traditions in the state during an eight-day field session.
 - Route 66—a course that examines the cultural and geological significance of the Route 66 primarily during a week-long field session along the historic route.
- *Scribendi* is an award-winning literary and art magazine that publishes creative work from students at institutions belonging to the Western Regional Honors Council. It is produced by students in the Honors College under the direction of Faculty Advisor Amaris Ketcham.

Criterion 3. Teaching and Learning: Continuous Improvement

The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (Differentiate by program where appropriate.)

- 3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.**

As a new college, the assessment plan is a work in progress (Appendix D). Faculty member Sarita Cargas is in charge of assessment because of her previous experience organizing assessment for a liberal arts college. She also works closely with Ursula Shepherd and Honors faculty in writing, implementing, and reviewing the process. She is on the Provost's Committee for Assessment, has attended a Higher Learning Commission conference in 2013 in Chicago, and presented at the 2015 NMHEAR conference on assessment. Through the curriculum committee and regular faculty meetings, faculty members are able to discuss and address assessment needs. The college also works with the part-time faculty on assessment and curricular changes through the three "Coffee and Conversation" meetings required every semester as well as at the three meetings for all faculty teaching Legacy courses that are also required each semester. The college has worked to implement assessment in the last two years. This has led to changes in the College-level Student Learning Outcomes (PSLOs), the assessment tools, and the curriculum. The best way to illustrate this is to explain the process for 2014-2015 academic year and explain the plan for the future.

There are five college-level PSLOs (Section 1C). Assessments for 2014-2015 included an indirect measure (i.e., a pre and post survey) for PSLO 5, and a direct measure (i.e., an essay) in the 100-level Legacy courses and a similarly proscribed essay in the 400-level courses for PSLOs 1, 3, and 5. SLO 2 will be assessed in 2016-17 in 300-level courses.

The CLA+ was administered to freshmen (November 2014) and seniors (April 2015) in order to assess PSLOs 1, 2, 3. CLA+ results act as a tool for assessing students' critical-thinking and written communication skills, for measuring growth in these skills across the undergraduate years, and for determining how an institution compares to other colleges and universities that use CLA+. Possibly the most important metric described in this report is the "Value Added" category, which demonstrated a clear relationship between students' involvement in the Honors College and the results of this test. The college would like to continue using this assessment tool as a way to evaluate the 3 PSLOs outlined above. However, funding is a serious problem, and the university has just announced that they will no longer use this tool.

This year Honors also engaged an education psychologist to visit classes in the middle of the semester to conduct indirect assessments and provide faculty with feedback. Faculty members were asked to volunteer for this first round of class visits, and 9 classes were visited. The psychologist interviewed students about each course without the faculty present. Students discussed their perceptions on each course's SLOs and the learning process in general. The psychologist then met with the faculty to discuss results. Students were then surveyed about the course at the end of the semester and the faculty whose courses were assessed completed a survey to reflect on their teaching of the SLOs and their pedagogical strategies. In general, students were

satisfied with their classes:

100% reported they gained **multicultural knowledge**

94 % reported they experienced **advanced thinking**

88% reported they **integrated 2 or more disciplines** in their course

68% reported their Honors course being **rigorous**

94% recommended their Honors class

The college implemented this feedback measure to develop and reinforce a practice of improvement in a supportive environment. Therefore, the psychologist did not report individual class information to anyone other than the faculty member, but did provide an overview of how the college was doing overall. Faculty participants reported that they very much liked the feedback at the mid-point in the semester as this allowed them to make changes and take student concerns into consideration throughout the remainder of the semester. The college will continue the practice of having this outside evaluator make class visits for the 2015-2016 academic year.

3B. *Provide evidence of actions taken to improve programs based upon the assessment process.*

The Honors College had not finished this year's assessments at the time of this writing. However, each year has led to a refinement of the PSLOs such that the current ones are an improvement over those first outlined. As an example, two years ago Honors experimented with asking all Legacy faculty to require an essay for assessing writing; however, this assessment was inappropriate as the rubric, being way too detailed, was problematic. However, this first round of assessment did reveal weaknesses in student writing, so the Honors College hired a faculty member to host writing tutorials for first-year Honors students taking Legacy courses (see Appendix J for a description of these writing workshops). This year Legacy faculty also administered two assessments (on the first day of class asking students to define discipline, interdisciplinary, and integration, and a final short essay which asked students to reflect on how their course was interdisciplinary).

At the 400/senior level, faculty members are preparing to assess interdisciplinary skills. However, at the time of writing of this document, the students who take 400 level courses may be only second year students. This is due to the fact that in the original design of the curriculum, a student could take a 400 level course as soon as he/she had completed one course at each lower level. It is intended that this issue will be reviewed, and it is likely that there will be some change made. However, for the present, assessment in 400 level courses is not as robust or well developed as other areas. Still, at this time, students in 400-level courses are required to demonstrate interdisciplinary integration in an essay. Also, graduating seniors fill out an exit questionnaire that asks them to define the same terms freshmen were asked to define.

The Honors College is in the third year of designing the assessment plan and has had three revisions of the PSLOs. The frequent discussions with the full- and part-time faculty about assessment have done a great deal to foster a culture of assessment. There is very little resistance to it and many people provide input on the process of what works and what does not. The curriculum committee has been especially responsive to assessment. For every course taught in

Honors a syllabus and rationale must be submitted to the curriculum committee. In addition to being examined for sound course descriptions and appropriate texts, the committee carefully reviews the SLOs and the assignments and activities intended to achieve them. At first the committee often rejected syllabi until SLOs were revised. The need for that is decreasing as faculty are writing good SLOs and demonstrating which assignments are addressing which SLOs.

From 2015-16 on, learning outcomes will be assessed on a three-year cycle.

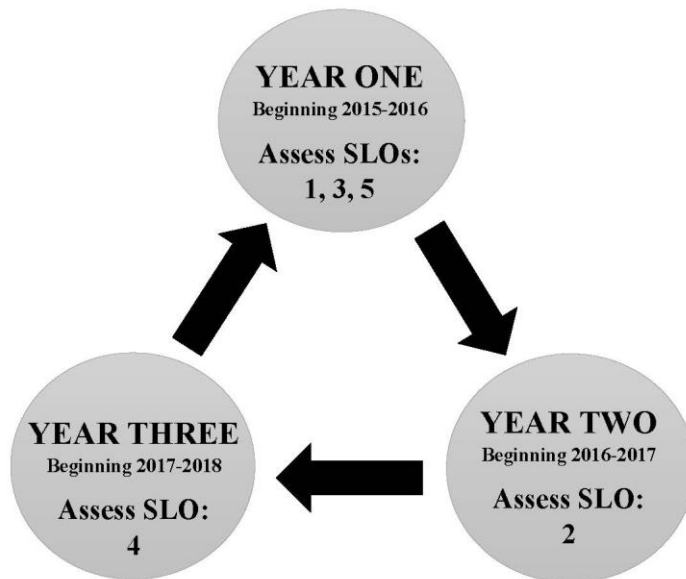


Figure 2 – Honors College three-year assessment cycle

Round 1: Beginning in 2015-16, the college will assess SLOs 1 (written communication), 3 (applying critical thinking), and 5 (integration).

Round 2: Beginning in 2016-17, the college will assess SLO 2 (oral communication).

Round 3: Beginning in 2017-18, the college will assess SLO 4 (applying creative thinking).

The methods for assessing the SLOs are still being developed. Honors has made the most progress in measuring the quality of writing, thinking, and interdisciplinarity (SLOs 1, 3, 5) through the questionnaires (indirect method) and rubrics used to evaluate essays (direct method) in the 100- and 400-level courses and senior exit interview (indirect method). This past year the college also used the CLA+ to measure those three SLOs. (Continued use of the CLA+ will depend on funding.)

That report stated:

“University of New Mexico, Honors College has a freshman Total CLA+ score of 1263; this score is greater than or equal to the average freshman score at 99% of CLA+ schools. A score of 1263 demonstrates Accomplished mastery of the critical-thinking and written-communication skills measured by CLA+. University of New Mexico, Honors College's

senior Total CLA+ score is 1327, which is better than or equal to the average senior score at 99% of CLA+ schools. A score of 1327 signifies accomplished mastery of the skills measured by CLA+. Given the mean CLA+ performance of University of New Mexico, Honors College's freshmen and the entering academic ability of its seniors, University of New Mexico, Honors College's value added is above what would be expected relative to schools testing similar populations of students.” (Appendix K)

The Honors College now needs to design assessments for oral communication, SLOs 2 and 4. These assessments require the creation of assignments and rubrics as well as plans for reviewing the results and implementing any changes.

Honors has already been practicing “closing the loop” on assessment by discussing assessment results and revising the process at the annual faculty retreat, regular faculty meetings and Coffee and Conversation meetings (and changes have been made as stated above.) The college will continue to include this essential step in its assessment plans.

Criterion 4. Students (Undergraduate and Graduate)

The unit should have appropriate structures in place to recruit, retain, and graduate students.

4A. Provide information regarding student recruitment and admissions (including transfer articulation).

Entering students are recruited to the Honors College in a variety of ways. The Dean of the college sends letters of invitation to students who meet Honors qualifications and have applied to UNM. The Honors website has an “Apply Now” button that allows students to apply online. College staff and students attend specific events targeted at potential UNM students, such as those hosted at UNM Junior and Senior Days and at freshman orientation. At least one faculty member and one peer advisor are scheduled to be available on Fridays throughout the spring semester to meet with potential students and their families. Faculty, staff, and current Honors students engage with potential students and their families at an afternoon reception and provide information about the UNM Honors College at National Scholars Day. All incoming freshmen are provided with a brochure for Honors with their orientation packet. In this way, students who are not eligible at entry are aware of the college and can apply for admission in their second semester. The Honors College does limited recruitment for current UNM students at this time. However, at the end of the first semester, the college does contact all students who have achieved a 3.2 GPA and had previously applied to Honors. As staff and class availability increase, recruiting efforts should also increase, especially for Native American students, Hispanic students, and other less-represented groups.

Admission to the Honors College is determined on the basis of a submitted application, and high achieving incoming students (ACT composite test score of 29 or higher, or an SAT score of 1950 or higher, AND a high school cumulative GPA of at least 3.5), and awardees of many of UNM’s academic achievement scholarships (National Merit Scholars and Finalists, National Hispanic Scholars, National Achievement Scholars, American Indian Scholars, and recipients of UNM’s Presidential and Regents Scholarships) are offered automatic admission on submission of an

application. Admissions decisions for students who do not meet the auto-admit levels are made on a case-by-case basis and many are admitted on a provisional basis. By flagging students in this way, the college is able to track the success of this group of students. Transfer students and current UNM students with a cumulative GPA of 3.2 or higher may also apply to the Honors College and are considered on a rolling basis. Students who were not admitted at the time they first entered UNM and sought admission to the Honors College are also contacted when they achieve a 3.2 or better and invited to become part of the college.

4B. Provide an analysis of enrollment trends, persistence, and graduation trends.

From 2006 to 2013, the number of students taking a class in any semester during the academic year increased from 568 to 969 students. In the 2014 academic year, numbers appear slightly lower (739) and are not included in the graph (Figure 3), but are due to the fact that the 2014 numbers provided by the Office of Institutional Analytics included only fall enrollments.

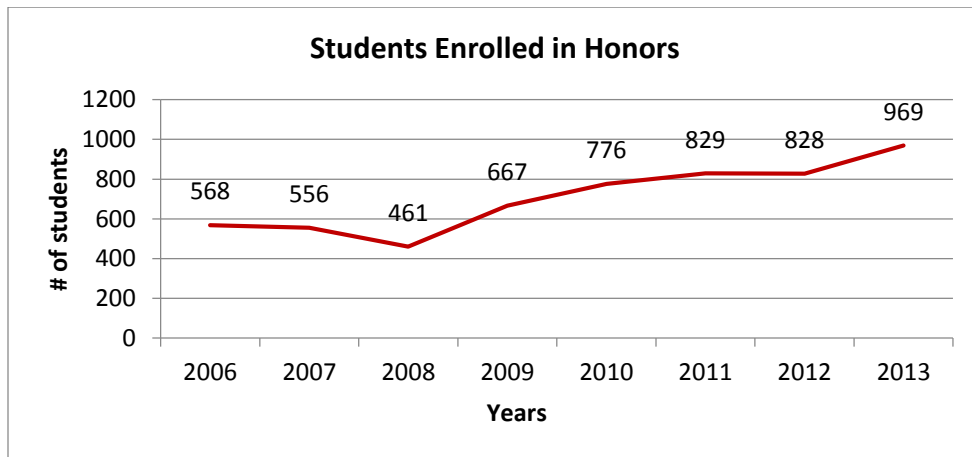


Figure 3 - The number of students enrolled in at least one Honors classes during the academic year

Honors College students often step out for a semester (especially the 900 students now identifying themselves as Designation candidates and study abroad students) and return throughout their college career. The Honors College encourages students to complete their Designation in the first two years, but this is often not possible with the remainder of a student's schedule. Honors students are strongly encouraged to participate in international and study abroad opportunities, and since a large proportion do so, this also results in students being gone for up to a year and then returning to complete Honors coursework.

Ethnicity demographics during this period remain substantively unchanged (Figure 4) except for the two obvious trends visible in these data: the rapid increase in the proportion of Hispanic students from 2008-2010 with correlated decrease in the proportion of White students, and the gradual increase in the number of students reporting two or more races. While the increase in Hispanics might be attributed to changes in the federal reporting requirements for ethnicity demographics, it is believed that these trends reflect real changes in the student population.

From 2006-present, female students have enrolled in UNM Honors at almost twice the rate of

male students (approximately 65% to 35%). It is hoped that as the Honors College core classes are accepted by other colleges (and particularly the School of Engineering) these numbers will shift to more closely resemble the gender demographics of the broader university.

Honors College students graduate more quickly and with fewer credits than their non-Honors UNM peers with a similar GPA. Honors College students are 43% more likely to graduate within four years than non-Honors students with similar ACT scores (621/1,728 vs. 447/1,782 for the period 2006-2012), 38% more likely to graduate within five years, and 34% more likely to graduate within six years. In addition, Honors College students show 13% higher retention than non-Honors students with similar ACT scores over the same period (2,418/2,663 vs. 2,009/2,503). These patterns are consistent across Honors students taking all other majors (except that Nursing majors in Honors appear to take slightly longer to graduate than non-Honors Nursing majors), all ethnic groups, and between Pell eligible and non-Pell eligible groups.

Value-added Component of Honors: These comparisons are not literally apples-to-apples. Honors students entered with high school GPAs *averaging* between 3.6 and 3.7 in this time period. The white bars (Figure 5-A) include Honors students with less than a 3.7 high school GPA; the red bars are *only* students with GPAs of 3.7 or higher. Similarly, Honors students' ACT scores averaged approximately 26-27 in this time period (Figure 5-B), so the white bars include some students with below-26 scores. Non-Honors comparison students are only those with ACT scores of 26 and above.

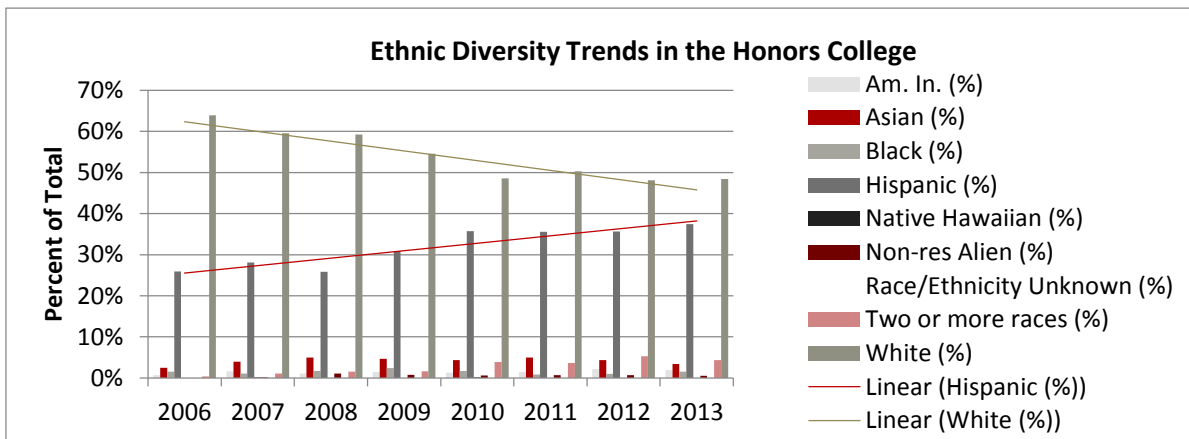


Figure 4 - Demographic trend in Honors College Enrollment 2006-2013

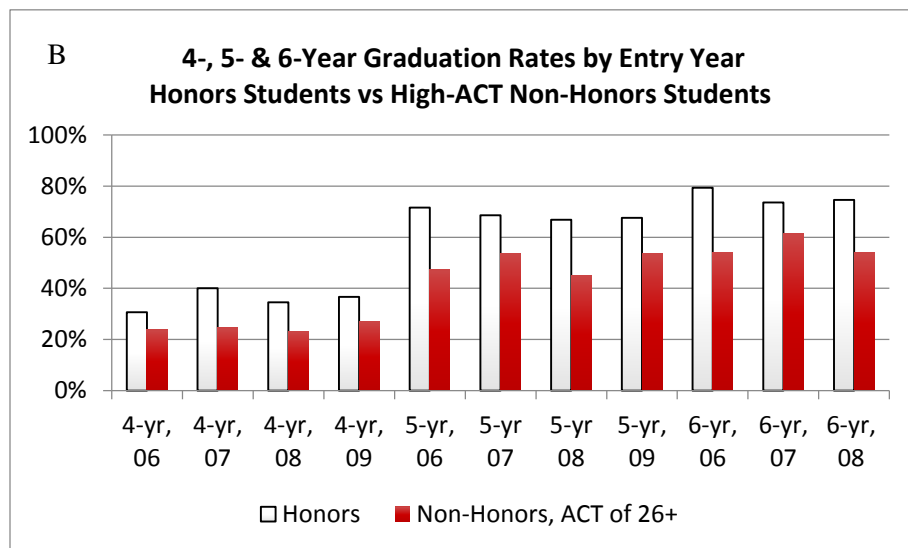
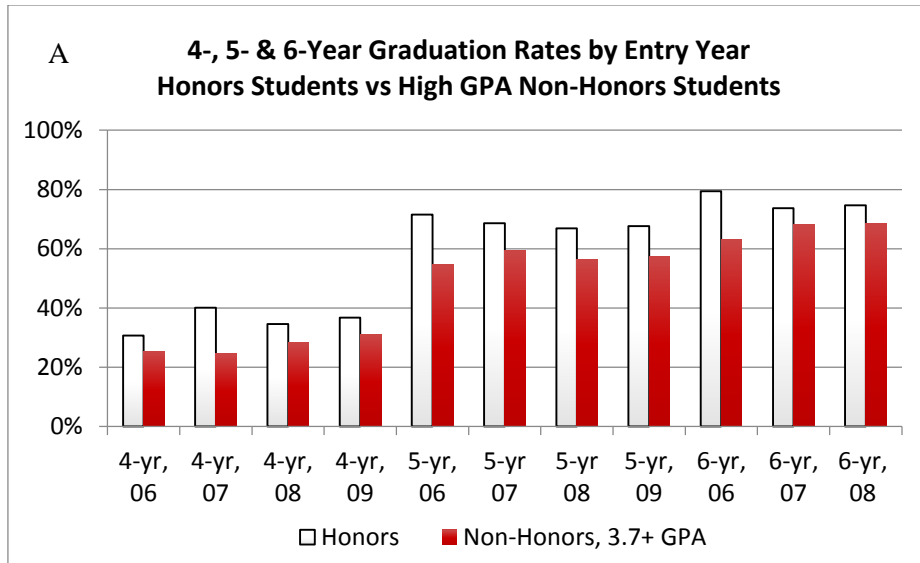


Figure 5-A and 5-B - Graduation Rate Comparisons: First time, full-time students who have taken at least one Honors course vs. students with similar entering characteristics

Even with these caveats, in every category, high-achieving students who participated in Honors graduated at higher rates than did high-achieving students who did not participate in Honors.

To compare Honors students with other students more accurately, the students' predicted outcomes can be compared with actual outcomes. The Office of Institutional Analytics "predicts" graduation rates and 3rd semester retention rates based on observable characteristics like high school GPA, gender, and ACT score.

Honors students consistently graduate at rates higher (Figure 6) than would be predicted by their entering characteristics while non-Honors students tend to graduate at rates lower than predicted.

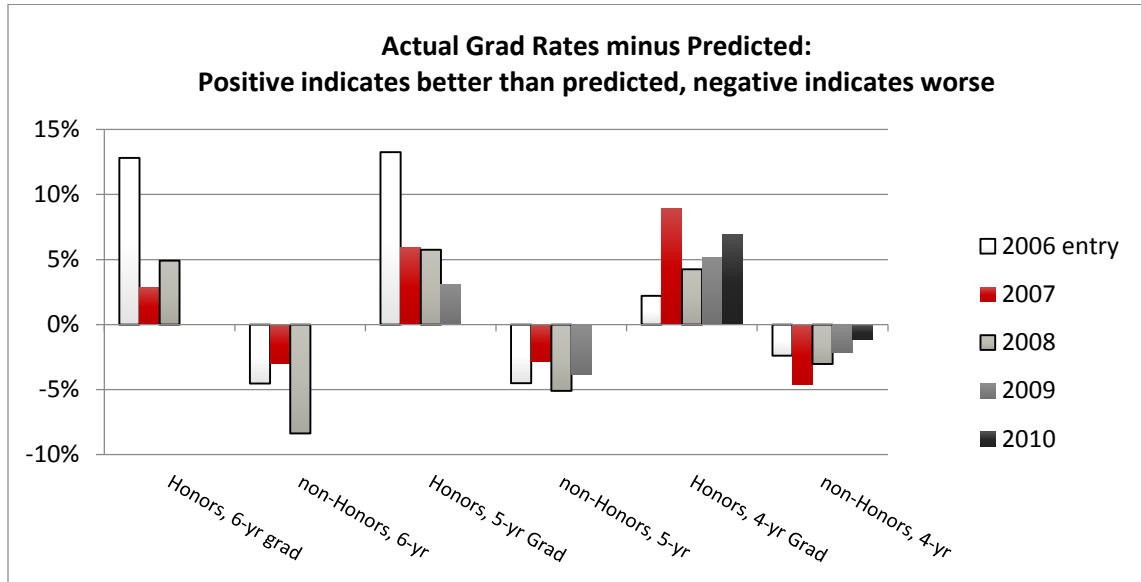


Figure 6 – Actual graduation rates compared to model predictions

Honors students also tended to have better-than-predicted retention rates (Figure 7).

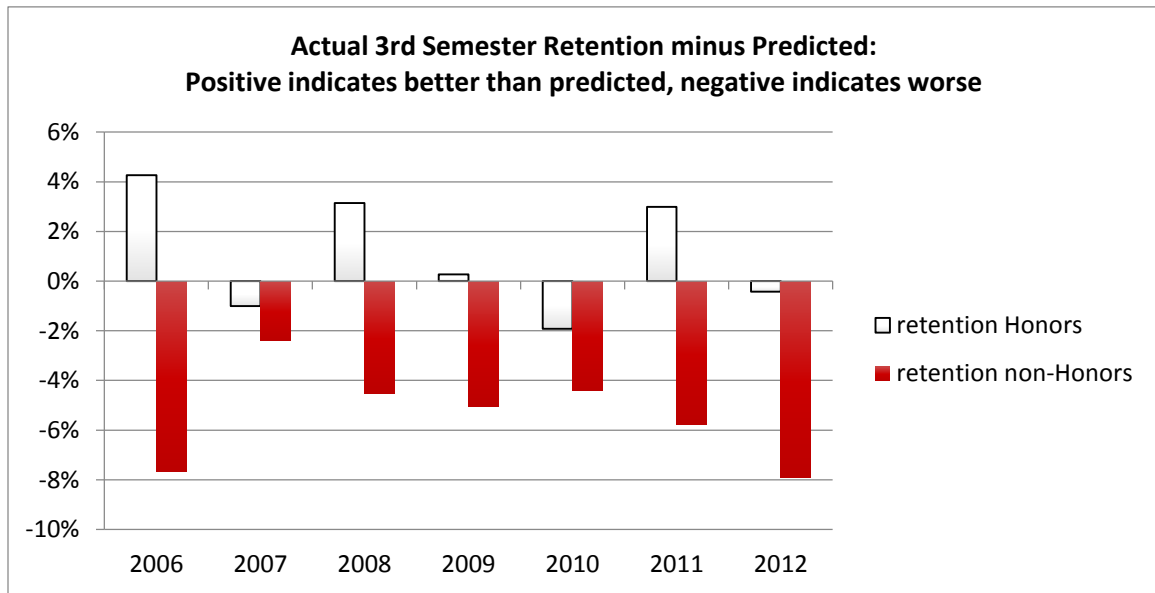


Figure 7 – Third year retention rates compared to predicted model for this cohort

From 2006 to 2013, entering ACT scores barely budged (Figure 8) while total enrollment and student diversity increased. Since that time, the Honors College did increase its ACT/SAT requirements for entry for first-time/first-year students to 26-28 for provisional status and has continued to have no ACT or SAT requirement for students entering after they have completed

one semester at UNM. This has led to a strong uptick in ACT /SAT scores for entering students such that the final enrolled class for fall 2014 had an average ACT of 29, and the same is true for the admitted (but not yet enrolled) class beginning in fall 2015. The final fall 2014 first year enrollment was 483 students, of whom ~25% were provisional acceptances. Of that provisional group, ~90% were successful in achieving the required 3.2 UNM GPA. Final fall 2015 admissions were 599 students, of whom 166 were provisional acceptances. Four hundred students enrolled in a freshman legacy course, and many others will take this first class in the spring semester.

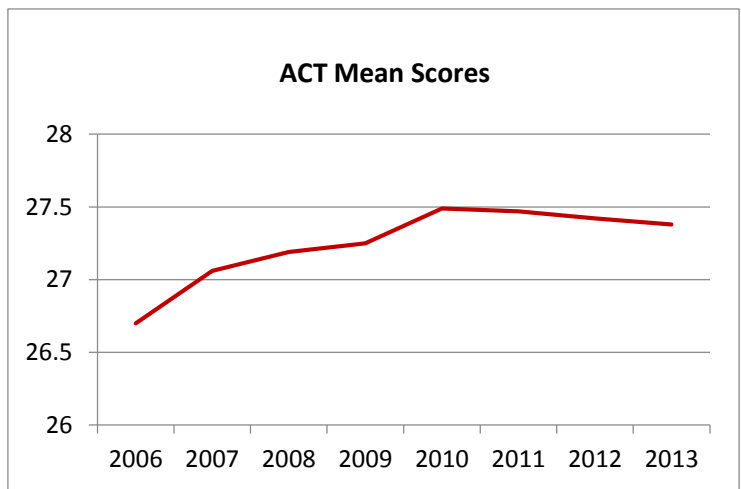


Figure 8 – ACT scores across years; fall 2014 and 2015 are not included but average ACT for each year was approximately 29

4C. Provide a description of program advisement for students.

The Honors College provides several avenues for student advisement, depending on a student’s path within Honors.

Degree-Granting College Advising: Students minoring in Honors Interdisciplinary Studies or completing the Honors Designation are formally advised by their home colleges, and changes in LoboTrax, etc. are processed through these advisors.

For now, students opting for the Honors Interdisciplinary Major are served through the University College advising staff, as it is impractical to employ a dedicated in-house advisor for 2-10 Majors. Students will meet with their formal advisor once or twice per year (as is expected in those colleges) to set their curriculum and plan for their future.

All Honors College students (Major, Minor, and Designation) are required to use the peer advisement system, where a group of four trained senior undergraduates are employed to hold 40 office hours per week during which students may visit for program advisement.

Peer Advising: The peer advising system offered through the Honors College is unique to the college. Peer advisors play a vital supporting role within the Honors community. As freshmen, students are often thrust into campus life without a great deal of personal support. In the Honors College, peer advisors are given the opportunity to bridge this gap by providing students with the

individual attention they need to thrive in an invigorating, intellectual environment. As fellow students, peer advisors are directly linked to the individuals they counsel. They have experienced UNM from a student's perspective, learned valuable lessons, and dealt with the various obstacles that accompany college life. This knowledge is instrumental in aiding students, as it allows peer advisors to draw on personal experience in advisement sessions.

Peer advisors help students understand the requirements and benefits of participating in Honors, and they are also a resource for students seeking an outlet to discuss their concerns about professors and class requirements or ask advice about academic decisions beyond the scope of the Honors College. Peer advisors provide guidance and support as mentors, and also as friends, helping to develop rewarding networks and relationships among students. Peer advisors also act as a conduit connecting the students, faculty, and staff of the Honors College.

The overwhelming majority of Honors students pursue their majors in other campus departments, which sometimes results in a communication rift. From semester to semester, Honors cannot always depend on the consistent presence of each student in its physical community. This unavoidable fact often renders the effective dissemination of information a complicated task. However, because students must be advised at least once each year, peer advisors help maintain the link between students and the Honors community, distributing critical information and updates as students progress toward graduation. This medium of communication serves to inform and connect students, but also channels their opinions, questions, and concerns back to the Honors faculty and staff generating student-centered, receptive, and adaptable administration.

Honors students come together from a variety of backgrounds, interests, and areas of study. For many, it is this diversity that makes Honors such a stimulating and attractive community of learners. Peer advisors connect to the daily lives of fellow students in ways professional advisors may sometimes struggle to replicate, and they serve as a complement to general advisement by offering an empathetic and accommodating environment for peer-to-peer cooperation. By developing a supportive, enthusiastic Honors community, peer advisors encourage relationships and cultivate student engagement on a personal level. Freshmen must attend at least one advisement session per semester and more senior students must attend at least one session per year. During the 2014-2015 academic year, the peer advisors saw 476 students in the fall and 876 students in spring 2015. The Honors College has developed a Peer Advising Handbook that is part of the training for these dedicated student workers (Appendix L).

Faculty Advising: In addition to these advising venues, all students opting to major in the Honors College are required to make contact with a faculty advisor in their sophomore year. This faculty advisor will very likely eventually be responsible for overseeing the student's senior thesis. Initially, however, the advisor will detail the requirements and roadmap for the Major, and will begin planning a course sequence with the prospective student. The student will remain in close contact with the faculty member for the remainder of his/her Major, and the faculty member will work to ensure that the student takes appropriate courses and will meet the graduation requirements in a timely fashion. An internal Honors College committee will approve the student's provisional degree plan.

Finally, the Honors College has a rich history of informal faculty mentoring of students, which

can, in many cases, amount to advisement. Small class size means that students are often more comfortable with Honors College faculty members than with faculty teaching larger classes. The mentoring relationships that this produces often lead to discussions of academic trajectories, future career plans, research opportunities, preparation for application for major fellowships, etc. Such informal undergraduate mentoring is encouraged by the Honors College.

4D. *Describe any student support services that are provided by the unit.*

In addition to those services mentioned above, the Honors College provides a wide range of other student support services. The Honors College has a dedicated computer classroom available to Honors students, several dedicated study areas, and the Honors Forum – a social space that can be used to host events (talks, exhibitions, movies, etc.) or simply as an area in which to build community. The Honors College has the Scholars' Wing – two floors of a dormitory dedicated to Honors and other high-achieving students. The college provides support and equipment for the Scholars' Wing, and an Honors College faculty member holds office hours in the wing several times per week to offer pastoral support to these students. Academic support services are offered each semester, including workshops focusing on a range of topics (writing, ethics, the path to graduate school, etc.). The Honors College has a dedicated advisor whose focus is to identify scholarship/award opportunities for students and to guide them through the application process, identify faculty mentors, etc. While this position is housed in Honors and available to Honors students, it is also a campus-wide service and is advertised across campus to be available to all UNM high-achieving students.

The Honors College supports the Honors Student Association (mentored by faculty member Jason Moore), a student group that works to promote community within the Honors student body, and to reach out to the local community through sponsored events, charitable giving, and promotion of student involvement.

Monetary support is available to Honors students in a number of forms – approximately 10 awards are made each year to deserving undergraduates who have contributed significantly to the Honors College. These provide between \$250 and \$500 of support, along with the award prestige. The Honors College Research Institute has been established for several years, providing significant research funds (>\$3,000 per student) for Honors students to participate in faculty-led research projects. Unfortunately, this fund is depleted at the time of writing, but efforts are underway to find a donor to replenish it. Conference funds, amounting to several hundred dollars per student, are available to allow students to present research at academic conferences.

Finally, the Honors College and UNM have recently entered into a partnership with the Mellon Foundation to provide significant, long-term support for students from underrepresented groups who have the goal of entering the professoriate in a range of disciplines. This initiative, like that of the scholarship advisor above, is available to and recruits students across all areas of the university.

4E. *Describe any student success and retention initiatives in which the unit participates.*

Several student success/retention initiatives have already been mentioned (awards, support of the Honors Student Association, workshops, support of the faculty scholarship/award advisor). In addition to these, the Honors College showcases student research around the college, and in end-of-semester research presentations in the Honors Forum.

Beyond those mentioned above, there are several ways that the change to a college was intended to increase retention. Possibly most important was the creation of the new Honors Transcribed Designation that allows the majority of students who opt for Honors College to complete 15 credit hours and complete their major and minor elsewhere. In the past, students often took one to three classes in Honors and then dropped away because of pressing needs elsewhere in their schedules. By awarding a 15-credit hour Designation that does not require a capstone, it is expected that a much larger number of students will complete the Designation.

At the same time, the ability of the college to offer courses that count for the state core is expected to increase student retention both in the college and in the broader university. How does remaining in the Honors College increase university retention? As noted above, data illustrate that participation in the Honors College, even for a short period, increases the likelihood of returning in the third semester and increases the graduation rates of the cohort as a whole (Figure 5).

The benefits associated with membership of the Honors College (priority registration, peer advising, small class size, experiential teaching, seminar format, A-CR-NC grading) also increase student retention without compromising course rigor.

4F. *Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the results of those measures.*

In the past, the Honors Program collected data asking students about their plans following graduation. This was done through the exit interview and the written exit packet. This meant that only those students who completed the Honors Program (24 credit hours) were surveyed, and there is no information about students who took several classes but did not complete the option. The data collected in this way were reported in the Honors Program Annual Reports.

For this Academic Program Review, student exit packets were reviewed from spring 2010 through spring 2015 (Figure 9). While these data are not conclusive since graduates surveyed had not yet completed their plans, they do give qualitative information about the intentions of the graduating cohorts. Overall, in those exit surveys, graduating seniors reported a strong commitment to attending graduate or professional school, with the majority reporting that they would be attending medical school or law school.

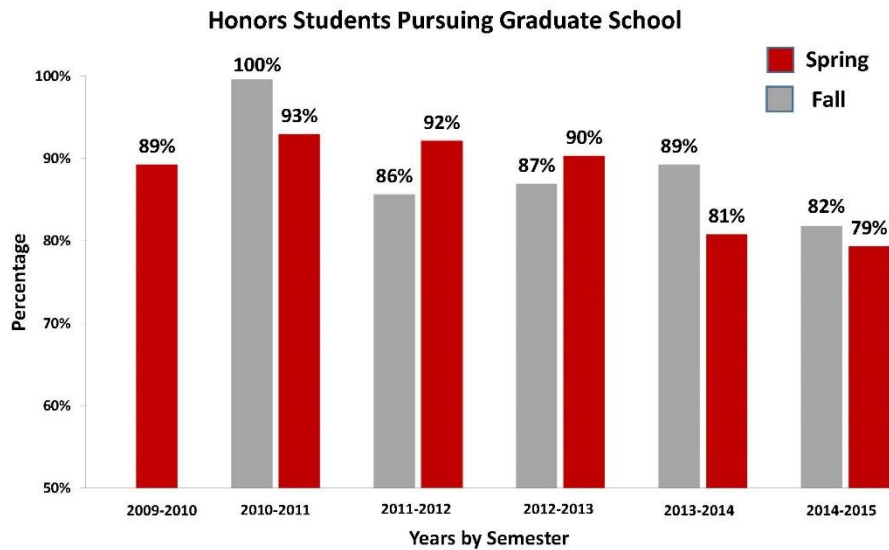


Figure 9 – Anticipated participation in graduate and professional school as reported in senior exit interviews

The reader will note a drop in the percentage of students reporting that they intend to attend graduate or professional school beginning in spring 2014. It is worth noting that the number of graduates was increasing during these last semesters, and, most importantly, that many of those additional numbers come from students taking advantage of the new 15 credit hour Honors Designation option. Review of the data shows that those students graduating under the previous Honors Program, the new Honors Minor, and the new Honors BA still report that they have been accepted at or intend to attend graduate school at the same high rates as before. These reduced numbers should not be seen as a failure of the college, but rather as a confirmation that the college is serving a broader and somewhat different student population with this new 15 credit hour option. It may become important to separate out these groups for analysis and reporting in the future.

A question was raised about whether the responses given in those exit interviews accurately reflect what graduates actually do after they leave UNM. To get a better estimate of the accuracy of these answers, the college developed a short email survey that was sent to all of the 2010-2015 graduates. 350 surveys were sent out. Of these, approximately 40 were not correct emails, and about 15 more were returned. By late July 105 alumni had responded, representing 1/3 of those contacted.

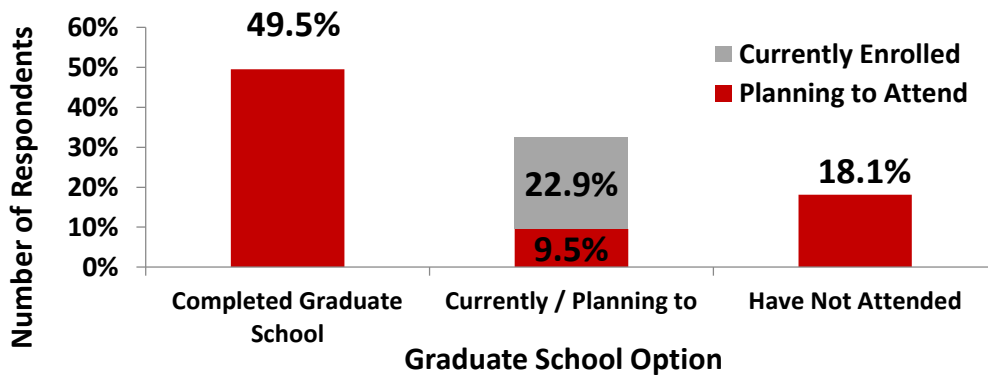


Figure 10 – Results of email survey sent to 2010-2015 graduates

Results from this email survey serve to strongly support the data that had previously been collected in exit interviews, and suggests that it is possible to use those data as a credible estimate of participation in graduate and professional schools by Honors graduates. The Honors College will continue to track graduates to facilitate the assessment of the program.

Importantly, the college also recently established an alumni chapter (in 2014) through whose outreach via a number of different channels (newsletters, email, social media, and events) Honors aims to institute an alumni-tracking database. At present, the college is working to survey those alums from 2010-2015 asking about their careers and graduate and professional school attendance. As in years past, during their Honors College exit interview, all majors and minors will be asked about their planned career path, and these data will be tabulated in future years.

Criterion 5. Faculty

The faculty associated with the unit’s programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)

- 5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.**

Full-time, Tenure and Tenure-track Faculty

For the academic year 2014-2015, there were nine full-time faculty members, one Associate Dean, and the Dean in the Honors College. For the second half of the year, a 10th faculty member joined the college. Faculty members represent a diverse group of disciplines spanning the liberal arts. All full-time professors in Honors have earned a PhD or the terminal degree expected in their field, and all are 100% in Honors. Dr. Michael Thomas, Dr. Leslie Donovan, Dr. Sarita Cargas, and Dr. Ryan Swanson each have a large service component in addition to their regular appointments, and every full-time faculty member is an active participant in the life of the college. All serve on committees and mentor students outside of class. Importantly, over the last three years, the transition to a college has required a heavy planning and development agenda,

and this has created a heavy service load for all permanent, full-time faculty.

Adjunct, Term, Distinguished Fellows, and Distinguished Chair

The Honors College currently employs twenty-six adjunct faculty members who are a mix of part-time and term faculty, and Distinguished Teaching Fellows and the Carruthers Chair (a visiting scholar funded through an endowed chair). Faculty include those who have taught in or collaborated with the Honors College (or Program, as the case may be) for over twenty years and those who have been invited to teach for the first time starting spring 2015.

Of these twenty-six faculty members, one has a PhD and MD, 15 hold PhD's, two have Master of Fine Arts degrees, six hold Masters, and two have Bachelor's degrees. Faculty members have numerous publications, ranging from journal articles and chapters, non-fiction scholarly texts, novels (one faculty member has published over 25 books), poems, columns, editorials, reviews, Cliffs Notes, anthologies, and art work-related pieces. Faculty also host, produce, and edit radio shows, direct performances/plays, edit articles, illustrate books, and have artwork exhibitions. They are writers or artists in residence or speakers at varying programs, workshops, conferences, and seminars, and they serve as editors of literary and scholarly journals or magazines, on boards and organizations, and as directors of programs like Conexiones. They are fluent in other languages, and come from a wide range of backgrounds and fields from psychology to architecture to math. Past and current work includes teaching in correctional facilities, working on a Zuni Youth Enrichment Project, chairing the Western Region of American Counseling Association, and working as a Contributor to APA PsycTest Database.

These faculty conduct research, present at conferences, mentor students (whether it be guiding them through graduate school or student exchange program applications and decisions, counseling them on job opportunities, or simply providing a safe space to be heard), serve on councils and committees, sit on thesis committees, act as first readers for thesis projects, write numerous letters of recommendation, work as master teachers on senior projects, and sponsor Independent Studies. They are part of professional organizations and societies including Phi Kappa Phi, Phi Beta Kappa, The Shakespeare Association of America, and The American Institute of Architects. Faculty members have also earned numerous awards, scholarships, and fellowships ranging from dissertation prizes, outstanding faculty, senior fellows, Fulbright Lectureship Awards, and study and research grants.

Faculty teach in Honors as well as other departments and branch campuses at the University of New Mexico; indeed some are full or associate professors in other departments at UNM. These varying departments and programs include Freshmen Learning Communities, Anderson School of Management, the Department of English, the Department of Psychology, the Department of Biology, and the Department of Earth and Planetary Sciences. They may also teach at other universities outside UNM, both online and on-site. They further serve as school advisors, chairs and associate chairs, and directors at these other universities or programs.

Honors faculty also work in other capacities and fields, from flight instructor of Lockheed Martin to freelance writer for local Albuquerque publications to President of the Center for International Studies to Statistician and Educational Consultant for Leiden Consulting LLC.

5B. *Provide information regarding professional development activities for faculty within the unit.*

Professional development is strongly supported for all faculty members, and there is a special commitment to the junior faculty who are in the midst of their years to tenure. The Honors College continues to provide small amounts of funding for faculty travel to conferences. The funds available through the Research Institute have allowed both faculty and students to conduct research and this coming year the practice of faculty presenting to the college on their research results will be reinstated. This will be the first time that there will be an ongoing seminar schedule, and faculty and students will meet every other Thursday for department seminar.

The Honors College Faculty (both full- and part-time) has a long-standing tradition of meeting as a group three times during the fall, and three during the spring. These meetings take place on Fridays for two hours and are used to discuss teaching issues and pedagogy. Some members may make presentations and there is much group discussion. The faculty have discussed topics and been provided training on the following: What are the important elements of interdisciplinary teaching? How do we teach integration skills? How can we effectively team-teach? How can I lead a good discussion-based class? How shall we assess our classes?

Every semester all faculty members teaching Legacy classes are required to attend the Legacy meetings which meet three times each semester for one hour. A Legacy coordinator directs these meetings and faculty discuss assessment rubrics and outcomes as well as issues arising in the classroom. New faculty members are able to learn from more senior faculty and these meetings allow Honors to develop a consistent level of teaching and skills-building for students in this entry class. A Legacy faculty manual has been developed and is given to each new faculty member (Appendix C).

Full-time faculty members are always encouraged to attend the National Collegiate Honors Council meetings and to network among the faculty of those member colleges. This year also marked the first time that faculty attended the nascent HERU conference that is the professional association for Honors Colleges and Programs at Research Universities. Each of these professional organizations offers important professional development support.

The tenure committee structure that is in place for junior Honors faculty also assures ongoing and regular interaction between junior and more senior faculty, and these tenure committee members are expected to visit their classes and provide feedback.

As mentioned in an earlier section, an outside reviewer now visits classes. That person attends one class at mid-semester and interviews students asking a series of questions about the class.

5C. *Provide a summary and examples of research/creative work of faculty members within the unit.*

Honors faculty are involved in an extremely diverse assortment of research and creative work. Because the full time faculty represent different disciplines and work at the intersections of disciplines, the scholarly work of the unit ranging from paleontology to creative non-fiction, from

biodiversity in marine systems to medieval history and literature. Dr. Shepherd's recent work has investigated the diversity of zooxanthellae in marine invertebrates along the Great Barrier Reef. Dr. Swanson's recent book examined the American historical era in which baseball became a white sport and his current work focuses on Theodore Roosevelt. Dr. Lovata is an archeologist, while Professor Ketcham is a creative writer and graphic designer. She has published a number of creative nonfiction essays, short stories, and poems in well-respected literary magazines such as *Utne Reader*. Dr. Lopez-Chavez has a new book entitled *Empire and Frontier in Spanish Colonial Epic Poetry*. In this book, she compares the two ends of the Spanish empire through an examination of two epic poems—one written in each of the areas (New Mexico and Argentina). Dr. Jason Moore's research focuses on quantifying the taphonomic biases affecting terrestrial vertebrate fossil assemblages. This research has two main aims: to improve our understanding of the processes that are important in altering fossil assemblages. Dr. Cargas and Dr. Walsh-Dilley each focus on food issues, but in quite different ways. Dr. Walsh-Dilley's research sites are in the high Andes and in New Mexico. Dr. Cargas focuses on food issues in a human rights context. While Dr. Holden is by training a mathematician, his current research focus is related to place-based learning and the use and development of hand-held games. Finally, Dr. Donovan is an internationally acclaimed Tolkien scholar with two recent books on the subject. Her most recent research investigates pedagogy and issues of women and gender in both Old English literature and Tolkien studies.

- 5D. *Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).***

Full-time Vitae

Please see Appendix M for CVs.

Term and Part-time, etc. Vitae

Please see Appendix N for these CVs and narratives.

Criterion 6. Resources and Planning

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

- 6A. *Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board's recommendations are incorporated into decision making.***

The Dean of the Honors College determines UNM Honors College resource allocation prior to each academic year. That allocation is determined by the need to fund faculty salaries and program operations; they are fixed amounts.

The other resource allocation administered by the Honors College includes allocation of funds derived from Honors accounts held in trust by the UNM Foundation. These accounts generate income that is released when the funds have accumulated monies off their interest rates. The foundation accounts provide support for some scholarships, student annual awards, and a small amount of discretionary funds. Over the last several years, there has also been one fund, the McKinnon Foundation fund that was intended to be spent down completely over three years. Those funds in large measure provided funding for the UNM Honors Research Institute and small grants to students for participation in international travel. The Director/Associate Dean, under the direction of the Dean, generally handles allocation of these funds.

The Honors Program did have an advisory board. However, at the time of the transition to a college, this board was disbanded and although there have been some efforts to create a new board, this has not yet happened.

6B. Provide information regarding the unit's budget including support received from the institution as well as external funding sources.

UNM Honors College
Fiscal Year 2015-2016 Budget

Revenues

UNM Provost Allocation	\$1,434,084	
Course Fees	\$ 96,000	
Endowed Account Distributions	\$ 85,565	
Reserves	\$ 81,542	
LoboScholars Allocation	\$ 50,000	
Regents Scholars Support	\$ 35,062	
Summer Allocation	\$ 14,000	
WRHC Scribendi Support	\$ 7,000	
Donations	\$ 1,500	
Reader Sales	\$ 1,000	
		\$1,805,753

Expenses

Salaries

Faculty Full-time Salaries	\$ 938,765
Faculty Temporary Part-time Salaries	\$ 219,710
Staff Salaries	\$ 184,649
Honors Fellows	\$ 75,000
Student Employee Salaries	\$ 21,000
Graduate Student Salaries	\$ 7,600
Total Salaries	\$1,446,724

Other Operating Costs	\$ 317,148
Scholarships	\$ 30,963
Foundation Tax	\$ 8,278
Banner Tax	\$ 2,640
Total Other Costs	\$ 359,029

		\$1,805,753
Net Revenues and Expenses		\$ -

6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

Professional Staff

Sophia Alvarez is a full-time College Administrator in the Honors College. She provides support for the Associate Dean and serves as the administrative supervisor of the Honors College staff. She performs and/or oversees a variety of administrative duties, such as fiscal responsibilities, human resources for faculty and staff, alumni development activities, and program planning activities. Sophia amends the budget administration and control. She also coordinates the college's commencement ceremony, keeps inventory of equipment, performs recordkeeping of the college, and works on other specified information-gathering projects and tasks.

Kiyoko Simmons is the Director for the Center for Academic Excellence & Leadership Development, and is responsible for coordinating prestigious National & International Scholarships & Fellowship (NISF) and the Mellon Mays Undergraduate Fellowship (MMUF), promoting undergraduate research initiatives (Research Match & Shared Knowledge Conference), and overseeing the UNM chapter of National Society of Leadership & Success.

Kelli Howie is a full-time Program Coordinator. She manages the student database, processes Honors College applications, schedules Honors College classes, and manages faculty course proposals. In addition, she is responsible for the Honors College website, social media, and marketing and outreach of the college. She also trains and oversees the student data entry clerks.

Layla Archuletta was the Honors College full-time Administrative Assistant. She resigned to take a job in Washington D.C. in mid-July, and a temporary employee has been in that position until now. The person in this position serves as the first point of contact for the main office traffic, telephone, and e-mail correspondence. She/he schedules appointments for the Associate Dean, maintains program calendars, and schedules facilities' usage. This person also does a majority of the purchasing and travel arrangements for the college and supports the College Administrator. Finally, the person in this position serves as the advising coordinator of the college and oversees the student peer advisors and computer assistant. At time of this writing, the college was working to fill this position.

Student Staff

The student staff members are hired throughout the academic calendar. Student staff in the main office assists with the front desk reception. They perform a range of basic office support activities for the college, such as answering phones and directing calls, greeting and directing visitors, answering questions, and performing routine clerical, data entry, and/or word processing work as assigned. In addition to student staff in the main office, the Honors College also has student peer advisors who meet with all Honors students and serve as a liaison to disseminate pertinent college advising and deadline information. They also meet with prospective Honors students and give general Honors information to visitors.

6D. Describe the library resources that support the unit's academic and research initiatives.

The Honors College makes use of the libraries across campus. As an interdisciplinary unit, each of these facilities may be important to Honors constituents at any time. Of particular importance to the students in the college are the resources offered by the library staff to teach students how to conduct quality research. Several librarians provide training for several of the freshmen classes, and all library staff members are available for one-on-one assistance.

The University of New Mexico University Libraries include Centennial Science and Engineering Library, Zimmerman Library, Fine Arts and Design Library, and Parish Memorial Library. University Libraries (UL) has a combined holding of approximately three million volumes and over two hundred research databases. Its mission is to support the learning and teaching activities of the university by acquiring, organizing, and making available the resources necessary for its academic programs. The UL collection of books, journals, government documents, and research databases are more than adequate for the needs of the Honors College undergraduates. It is also noteworthy that Honors students have the same library privileges afforded to UNM's graduate students.

Criterion 7. Facilities

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

The Honors College occupies the plaza level of the Student Health and Counseling Center. The college's facilities include faculty and staff offices and six classrooms (Figure 10). All Honors seminars (except those that are cross-listed with a departmental course) are taught in seminar rooms in the Honors College. These rooms are suitable for up to 17-18 students at maximum. The Honors Forum, a large lounge and gathering space, is at the heart of the Honors College. UNM Residence Life provides the Scholars' Wing in Hokona Hall: on-campus housing for Honors students.

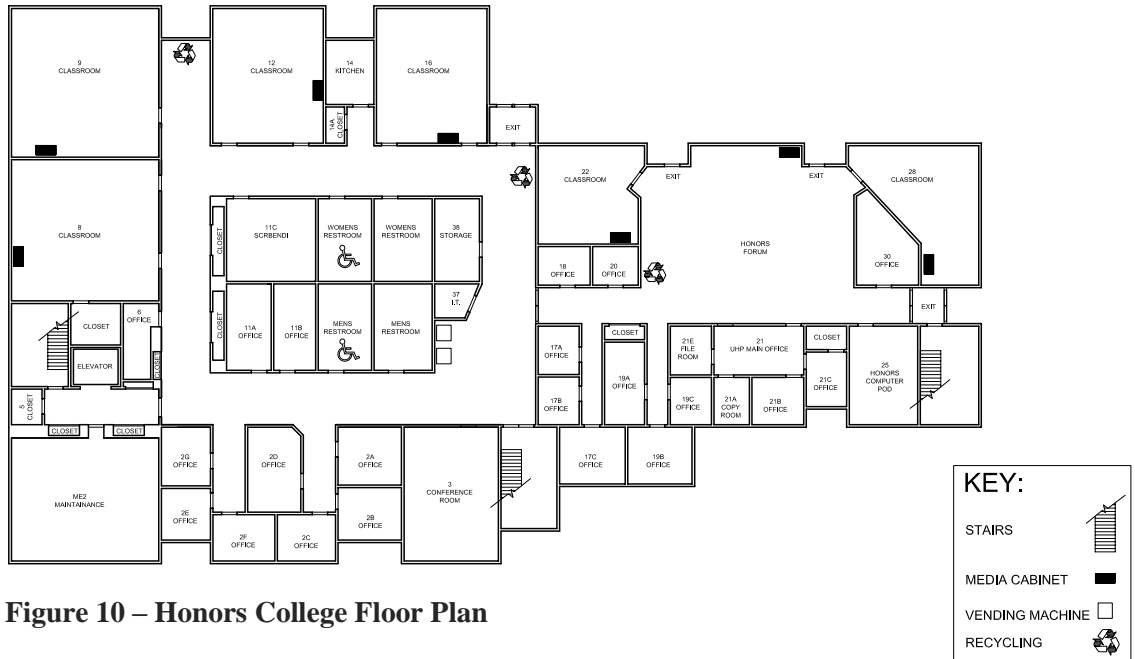


Figure 10 – Honors College Floor Plan

Highlights: The center is a cozy space that combines, in close proximity, classrooms, shared public space, faculty offices, and administrative offices. This leads to constant contact among students, faculty, and staff outside formal instances of instruction, mentorship, or organization. This configuration contributes much to the friendly and familial atmosphere of Honors.

In 2014 the Honors Forum, some faculty and staff offices, and all public areas were completely remodeled: the furniture in the Forum was reupholstered, surfaces were updated with a new color scheme, and new carpet was laid. Two restrooms were renovated. The space is beautiful. A ribbon-cutting ceremony was held on April 4, 2014. This year new signs and outdoor tables and seating in the plaza outside Honors were added.

Challenges: The location of Honors is a challenge. While in this report it is referred to as the plaza level, some call it the basement of SHAC because it is below grade. Despite the new signage, the Honors College flies below the radar. Some visitors still have difficulty finding it.

The Honors College is at capacity. Faculty offices are full and classrooms fully booked. Part-time faculty sometimes conducts office hours in the hall for want of an unoccupied space.

Classroom and office technology is—with a few exceptions—outdated. There are new projectors in the forum and three classrooms, updated AV in-wall wiring in the forum and one classroom, and the computers of just-hired faculty members are of recent make. However, most of the equipment is many years old and the college struggles to meet organizational and instructional needs that require it. For example, Honors has just recently acquired the ability to host and maintain its student databases in a secure and accessible fashion, but has not yet been able to update paper-based filing methods.

In terms of providing adequate space and resources to adequately serve faculty needs for

research, scholarly activities, and creative endeavors, the facility is marginal. There is no real space for needed media arts technology, and there is no dedicated lab space or storage space. At this time, the Honors College faculty members are able to conduct their work almost entirely through collaborations and agreements with other colleges and departments across campus.

Administrative Office Space: Room 21 is the UHC Front Office, staffed by two to three employees. Rooms 21C and 21A are also staff offices. Room 21E is the copy room, containing office supplies and a multifunctional copier/scanner. Paper-based student records are also kept in Room 21E. Room 21B is the office of the Associate Dean. The director of the Center for Academic Excellence and Leadership Development is in room 30.

Faculty Office Space: Full-time faculty offices include rooms 2B, 2C, 2D, 2E, 17A, 17C, 19B, 19C, 20, and 30. Part-time faculty offices include rooms 2A, 2G, 6, 11A, and 17B. Carruthers Chair (visiting faculty) Office is room 19A.

Student Office Space: There are several offices maintained for use by student groups. Honors Peer Advising Office is room 18. Honors Student Association (HSA) is room 38. The *Scribendi* Arts Magazine is produced in room 11C.

Classroom Space: Honors courses are typically held in rooms 8, 9, 12, 16, 22, and 28 in the Honors Center. These rooms have tables and seating for 18 people, chalkboards and whiteboards (one to two per room), and limited AV equipment, including the following:

- A projector
- A pull-down screen to project on
- A desktop computer and monitor
- Wireless keyboard and mouse
- An audio receiver
- A combination VCR/DVD player

Some rooms have the ability to connect a laptop or similar device to the projector while in others, the existing computer must first be disconnected. Room 16 has a wall-mounted input selector switch and system control, including in-wall audio, but the other rooms have AV switches and are operated manually.

Rooms 8 and 9 have tile floors while most of the space in Honors is carpeted. The intent is to provide an easier-to-clean space for lab- and studio-based courses. Room 8 additionally has a sink, refrigerator, and a small number of counters and cabinets to provide some storage for these courses.

The rooms are a good size for Honors courses. The configuration of the tables handily supports large group discussions. In addition to less thoroughly booked spaces, wheeled tables and portable white boards would allow these spaces to more readily afford other configurations of student work, especially small group work.

Hokona Hall Scholars' Wing: The third floor and half of the second floor of Hokona Hall are reserved by Residence Life for Honors students and contain a few small amenities for their use. A

full-time faculty member is designated as the faculty advisor to this wing. He schedules office hours in the dorm and supervises the publication of monthly newsletters for and by Honors students. At Hokona, Honors students have a double room that they are able to use as a lounge, the infamous Entropy Lounge, #360. Starting in fall 2015, there will also be a dedicated office for the faculty advisor. The lounge is equipped with a couch, a table, some chairs, a computer, and a printer. The advisor has also purchased microwave ovens for two of the kitchenettes in lounges on the third floor. He placed radios in the bathrooms and a TV in the Entropy Lounge. These items regularly disappear through theft, but generally after long and very strenuous service.

The fact that the Scholars' Wing is going to nearly double in population next year has made the need of office space quite clear. There are several upgrades that would be useful, including some new, sturdy, attractive furniture for both the office and the Entropy Lounge, an Apple and a Windows computer (both networked to the printer), and additional computers in one of the second floor lounges.

The Scholars' Wing has traditionally served approximately 70-85 Honors students. It is the plan at this point to greatly increase the presence of Honors students in this dorm, and to begin to use the public spaces more consistently as event spaces for Honors community events. The college hopes to double the numbers of students residing in Hokona over the next year.

Other Spaces: The Honors Forum is an open public space at the center of the building. It has seating for about 30-40. It has similar AV equipment to the classrooms and so doubles as a public lecture space when needed. Room 14 is a small kitchen with a sink, microwaves, small counter space, cabinets, and a refrigerator. Room 25 is the Honors Computer Pod and Library. There are eight desktop computers and a monochrome laser printer. Central UNM IT, not Honors, manages the computers. Despite apparently high rates of personal computer ownership by students, this lab still retains heavy use. Room 3 is a small conference room seating 10. Applicant interviews and faculty meetings are held there, as are small events such as writing workshops. This room is an especially tight fit for the recently grown number of full-time faculty. There are four restrooms. Two are single occupancy handicapped restrooms. These latter two were not updated along with the others in 2014. The walls all around Honors are adorned with student artwork and sometimes posters and pictures from presentations and trips.

7B. *Describe any computing facilities maintained by the unit.*

Honors manages roughly 42 desktop computers. Each faculty office and classroom has a desktop computer and monitor. The *Scribendi* office has and separately manages three desktops. The student offices each contain a desktop computer. The front office has two desktops, and the other administrative offices have one each. There are also two netbooks and two laptops that instructors or students who complete media training may check out for classroom use. Additionally, the computer lab contains eight more desktops owned by Honors but managed by central UNM IT. With the hiring of a new faculty member for the upcoming 2015-2016 academic year, additional computers and a new large format printer will also be purchased shortly.

Criterion 8. Program Comparisons

The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate.)

8A. *Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit's programs in comparison with other programs such as number of faculty, student characteristics, and types of programs:*

There is no current accreditation for honors programs and colleges. While each institution enjoys the freedom to tailor its honors program or college to meet the institution's specific needs, the National Collegiate Honors Council has issued a set of basic guidelines for a fully developed honors program. It is important to note that institutions may choose which of these guidelines to enact; they do not influence membership within the NCHC. These guidelines may be viewed at the following website: <http://nchchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/>. Some of the following review questions are based on these guidelines.

Twenty-three institutions were surveyed: Arizona State University, Florida International University, New Mexico State University, Oklahoma State University, Texas A&M University, Texas Tech University, University of Tennessee, University of Texas at Arlington, University of Texas at Austin, University of Texas at El Paso, University of Arizona, University of California-Riverside, University of Colorado-Boulder, University of Colorado-Denver, University of Houston, University of Iowa, University of Kansas, University of Nebraska-Lincoln, University of Nevada-Las Vegas, University of Oklahoma-Norman, University of Utah, Montana State University, University of Washington, and University of Montana. Of these institutions, 13 were colleges and 11 were programs.

The diverse nature of honors programs and colleges across the nation as well as the unique qualities of the UNM Honors College make it difficult to identify direct aspirational peers. Most of the Honors College's peers, and indeed, most honors programs and colleges nationwide, are discipline based, not interdisciplinary in curriculum and focus. At a recent meeting of HERU (the newly formed professional organization for honors programs and colleges at research institutions) it became apparent that some of these schools are really not delivering an in-depth honors experience due to either funding restrictions, or some other limitation. University of Kansas, for instance, reported at that meeting that the honors option is no longer sustainable, and they are seeking various ways to provide some limited options. Following the meeting of HERU, other universities might also be appropriate peers, including the University of Oregon and University of Missouri, for example.

UNM's unique structure makes it a leader in many ways. That said, there are several institutions that have some characteristics the Honors College aspires to attain. These are noted in the summary at the end of this section.

Number of Students

Colleges ranged from 250-5,416 students enrolled. A majority enrolled fewer than 1,000 students. Programs ranged from 147-6,637 students enrolled.

The UNM Honors College currently has 1,500 students enrolled, placing it as 11th out the 23 surveyed institutions in terms of student population. For the present, this is probably the largest number of students the college should aspire to serve at this time. While 1,500 are enrolled, the college currently has about 900 students in class in any semester.

Full-time Faculty in Honors

Very few institutions employ faculty in honors on a full-time basis. Six reported that they had some full-time faculty, most with fewer than 10 employed. Generally, the full-time faculty included their administrators—deans, associate deans, directors, chairs, and advisors. Even though several colleges indicated they had full-time faculty engaged in their honors programs, in general this did NOT mean that they had faculty who were tenured in honors, nor were these people generally full-time in honors, but, rather, were often split with other departments on campus. ASU, for instance, reports that it has 44 full-time faculty members for a college with approximately 6,000 students. On further investigation, however, these are lecturers hired from year to year to teach classes. They do not have other duties such as research or service. Texas Tech is one of the few peers that do have full-time, tenure track honors faculty and the number of both faculty and students are very similar to those of UNM.

The UNM Honors College currently has 10 full-time tenure/tenure track faculty lines as well as a full-time tenured Associate Dean and a ½ time dean. However, the college is currently suffering attrition due to the ages of senior faculty. As of July 1, 2015, two of these faculty members will have retired; one will have been replaced and the second will be replaced in the upcoming, 2015-2016 academic year. At the time of the task force report that created the college, it was determined that the college should strive to expand to 12 full-time faculty members and an Associate Dean within the first five years. It now seems unlikely that in the current economic climate this goal will be met.

Ratio of Part-time to Full-time Faculty

Institutions employed between 4-65 part-time instructors.

The UNM Honors College currently has 26 part-time instructors many of whom have worked in the college for several years. In addition, the college has moved to create several term appointments. The people in these lines are guaranteed four classes per year, and this agreement has helped to stabilize the workforce. Many of the honors programs reporting PT faculty are actually dealing with faculty from other units on their campuses who are teaching in honors as a course overload, or who are simply making “honors contracts” with selected students in a large class. Often those students simply write an additional paper or do some other project and receive honors credit for that class.

Tenure for Full-time Faculty

UNM was the first, and is still one of only a handful of institutions, to offer tenure in honors for full-time faculty. The other institutions include Texas Tech University, University of Oregon, and University of Oklahoma-Norman. These others intentionally modeled their structure on that in place at UNM.

Educational Foundations

The UNM Honors College offers an education that is interdisciplinary and experiential, providing a foundation in the liberal arts including the sciences and math. Interestingly, at the recent HERU conference, a symposium question was, “What defines honors courses?” The answer was that they are by nature interdisciplinary and push students to take academic/scholarly risks. Despite this definition, most peer institutions are not fully interdisciplinary in nature. Many describe themselves as interdisciplinary by virtue of the many disciplines taught through the college or program. Many say they are interdisciplinary because there are students from many disciplines in a class. As the UNM Honors College continues to develop its curriculum and refine its BA, it is important that those universities that are the most similar in mission and organization be identified to provide real comparisons. At present, University of Missouri and University of Oregon are similar in this way.

The number of peer institutions reporting similar curricular goals includes the following: 10 Interdisciplinary; 13 Liberal Arts; and 10 Experiential.

Table 3: Comparison with Peer Institutions

Peer Institution	Interdisciplinary?	Liberal Arts?	Experiential?
Arizona State University	✓	✓	✓
Florida International University			
New Mexico State University		✓	
Oklahoma State University			✓
Texas Tech University	✓	✓	✓
The University of Texas at Arlington			
University of Arizona	✓		✓
University of Nevada – Las Vegas		✓	
University of Oklahoma – Norman	✓	✓	✓
University of Utah	✓	✓	
University of Montana	✓	✓	✓
Texas A&M University			✓
The University of Tennessee	✓		
The University of Texas at Austin		✓	
The University of Texas at El Paso			
University of California – Riverside			
University of Colorado – Boulder		✓	
University of Colorado – Denver		✓	
University of Iowa	✓	✓	✓
University of Kansas			
University of Nebraska – Lincoln			
University of Washington	✓	✓	✓
University of Houston	✓	✓	✓

GPA Requirement for Admission

Most schools reported that their admission criteria were holistic, but GPA and ACT/SAT could be factors in the admission decision. GPAs that would support admission ranged from a 3.0-4.0. Arizona State University reported that they do not have a GPA requirement for either admission or retention, but generally their students have a 3.6 GPA.

The UNM Honors College currently requires 3.5 GPA, 28 ACT, or 1900 SAT. If students do not meet the minimums, they may submit a letter of reference from a school counselor or teacher. Students with ACT scores of 26-27 may be admitted as provisional students in this way.

The admissions requirements for the UNM Honors College are lower than most of the surveyed peer institutions (~15/23, depending on the chosen admission requirement). This is a conscious decision as the faculty is concerned that the student population reflect that of the state and of other undergraduate populations on the UNM campus. Based on the first year outcomes, these criteria appear to be sufficient to forecast student success after entry.

GPA Requirement for Retention

Most peer institutions require students to maintain between a 3.3-3.5 GPA. The UNM Honors College currently requires a 3.2 to remain in good standing. This is lower than all but two of the surveyed peer institutions. However, as stated above, this retention requirement allows Honors to serve a broad group of students. Over the next several years, this could change, but for now, it serves well.

Cost

Three colleges reported charging additional fees to students. The University of Arizona charges students \$500 per year to remain active in their college. The University of Houston charges students \$400 to join and an additional \$250 each semester. The University of Nevada-Las Vegas charges an additional \$50 per class. At this time, the UNM Honors College does not charge students additional fees to remain active and in good standing, nor does it aspire to do so. This is because the college is strongly committed to serving all of New Mexico's high-achieving students regardless of their ability to pay. The current student population is made up largely of students who work at least part-time (many full-time), have families, or who continue to live at home to be able to attend college. Neither ethnic nor economic diversity would be served by such a choice.

Physical Location on Campus with Facilities

Facilities include honors administrative office space, student lounge, library, reading rooms, and/or a computer laboratory. Twelve of the 23 institutions reported a physical space on campus. Arizona State University reported 600,000 square feet in a prominent area on campus. UNM Honors College currently has one and ½ floors of a dormitory, and the basement floor of the student health center with six classrooms. While the student health center is in a prominent location on campus, the college is quickly outgrowing its space for the student forum, library/computer lab, administrative faculty offices, and classrooms. The college aspires to obtain a larger dedicated space to best serve its growing student body.

Honors Curriculum and the Core Curriculum

Eighteen institutions reported that honors courses also satisfy general education requirements. Many reported that between 20-33% of an undergraduate's 120 credit hours are completed in honors. UNM Honors College offers a Designation that is 15/120, a Minor that is 24/120, or a Major that is 36/120 of a degree (i.e., 12.5, 20, and 30% of required credit hours). It is believed that the Honors Designation at UNM allows for broader participation of students from across the university. While this 15-credit hour requirement represents limited involvement by students, data show that when students take even a very few Honors College classes they are more likely to be retained at the third semester and more likely to graduate than equivalent students who do not participate in Honors courses.

Special Initiatives

Only UNM and University of Texas at Austin are members of the Mellon Mays Fellowship group. This initiative brings special opportunities to UNM's undergraduates, and Mellon Mays decided to partner with UNM in large measure because of the reputation of the Honors College, and its success in working with UNM's diverse student population. Other unique features of the UNM Honors College include the Honors Research Institute and Lobo Scholars.

Aspirations

The transition from a program to a college has led to several changes for UNM's new Honors College. The college aspires to solidify its community spirit in ways that Texas Tech has managed. UNM Honors aspires to have a true dedicated space that is large enough and fits its needs as well as space is handled by Arizona State University. The Honors College also aspires to include more courses that resemble those available at the University of Utah in their Theory-Praxis series. The college aspires to have a stronger staff, providing more advising to students and more support to faculty. At the same time, Honors is confident that many of its peers aspire to have its tenure track faculty lines, a strong curriculum, and the well-developed, integrated community in a single location that are some of the hallmarks of UNM's Honors College.

Criterion 9. Future Direction

The unit engages in strategic planning and prioritization in order to achieve its mission and vision.

9A. Provide a summary of strengths and challenges for the unit.

Strengths

- Nine to ten faculty specifically dedicated to the Honors College: The UNM Honors College is one of very few schools across the country that has developed tenure track within the college. This is an extremely important strength both for the life of the college and for the students who engage with the college. While a school like ASU boasts full-time faculty, those are lecturers on one-year contracts. This strength cannot be emphasized enough. In addition, the

- hiring completed over the last two plus years has led to an extremely strong junior faculty cohort—one that will provide a huge impact over the next many years.
- Strong cohort of temporary part-time faculty: These faculty members are very committed to Honors education, provide a great diversity of backgrounds and community connections, and participate regularly in faculty development opportunities.
 - Dedicated staff: While the Honors College staff is extremely small for the duties required, this is a dedicated and always improving group. There is a team atmosphere and each member of the group works regularly to upgrade and improve skills as well as college processes and systems.
 - Long history of Honors education and accompanying national reputation amongst peer institutions: Founded in 1957, UNM Honors has been a consistent and strong leader in Honors education for over 50 years.
 - Three tracks for college participation: The introduction of the Honors Designation provides an excellent way to allow students from a broad group of majors to participate. The Minor provides a clear interdisciplinary experience for a large number of students, and the Major will become a very strong feature of the college.
 - Connections with other units on campus: As the program moved to become a college and hire a cohort of junior faculty, Honors solidified the relationships with other units by involving those groups in the hiring process and then developing a regular practice of these faculty having a courtesy appointment within those groups. To date, all faculty members in Honors have associated with some other campus unit, except in the case of the historians.
 - Strong international faculty-led programs: Throughout the last 30 years, the Honors Program and now the college have maintained a strong international focus and a leadership role in faculty-led programs to several countries, most importantly Spain and Mexico. These faculty-led programs create a special richness, and allow for consistent and on-going relationships among students and faculty over a long period of an undergraduate's academic career.
 - Scaffolded curriculum of increasing interdisciplinary skills: With the creation of the new college, the formerly all-elective curriculum has been amended to provide increasing development of interdisciplinary skills and knowledge. Under the former system, the curriculum built around several skills (for instance, writing, reading of primary literature, and research skills), but was not focused on increasing integration and synthesis skills.
 - Small class size and seminar style: The seminar style and the small classes provide excellent learning opportunities for students involved in the college.
 - Student peer advising: This service augments the more traditional advising services available on campus. It also provides continued communication between students and administration that would be absent otherwise. As the college has grown, this has become even more important, and has provided strong feedback loops during the transition to a college.
 - Diversity of curriculum and faculty: The Honors College curriculum is very diverse, representing all of the liberal arts except for languages. As Honors settles into being a fully developed college this diversity of fields and trainings across disciplines will allow for ever improving cross-fertilization and synergies.
 - Central location and one-stop for classes, faculty, and staff: All members of the Honors College are housed in the same location, making it feasible for and encouraging professional collaborations, maintaining strong community, and allowing informal communications and

interactions.

- Previous donor support: The donor support that enriched the Honors Program continues to yield benefits and gives a strong footing from which to grow.

Challenges

- Still rather invisible and misunderstood: In spite of the long history and the national reputation, UNM Honors remains somewhat hidden from, and misunderstood by, many on campus. This starts with poor signage and continues throughout. Advisors are still uncertain about Honors advantages while some colleges are unsure about core offerings. There are simply many ways in which the college continues to need to build its reputation at home.
- Lack of Staff: While staff is excellent, there are simply not enough people to handle all the necessary functions. The task force originally identified the need for an accountant, and that need continues to be handled by the college administrator. This means there are several tasks that simply can't receive any real attention.
- Diversity of faculty and student body: The retirements of both Dr. Rosalie Otero and Dr. Celia Lopez-Chavez have led to a decrease in the ethnic diversity of faculty. Also, the diversity of students does not yet reflect the full diversity of students on campus, and this is of special concern in regard to inviting and supporting participation of the Native American student population. The Honors College needs to find better ways to reach this group.
- No development person: Honors has no in-house, or foundation-development person, so it is limited in the ability to update and develop new donor relationships. This is a severe challenge since Honors has many initiatives that receive little or no UNM support. These initiatives will only prosper and grow if donor support is increased.
- Space: Space has rapidly become a challenge as student population expands. It is important to keep classes and offices in one location, and the college is rapidly outgrowing the Honors Center. At present the Honors College needs additional classroom space, a space for larger college functions, and additional office space for both staff and faculty.

9B. Describe the unit's strategic planning efforts.

Shortly after President Frank arrived on campus, UNM embarked on a campus-wide strategic planning process titled, "UNM 2020." That process identified seven high-level goals, each with three or four specific objectives that would support those goals. Implementation of an Honors College was the first objective under the first UNM 2020 goal of becoming a destination university. Steps needed to achieve that objective (by the first quarter of 2015) were to (1) identify and deploy physical space; (2) develop course offerings from all colleges and integrate Honors into degree programs; (3) design and implement a marketing plan; and (4) enroll a full cohort of students.

Honors remains in its original space, though recently remodeled. Marketing efforts to date have been student recruitment efforts. This has led to successful matriculation of the target freshman enrollment numbers. The small Honors staff has taken a few steps to market the program more broadly (e.g., sending out an alumni newsletter last fall in connection with Homecoming), but there is neither budget nor staffing for a marketing effort in house. The University

Communications and Marketing office has assigned a representative to Honors, and she has produced a number of stories on UNM's Newsroom. In addition, the Honors webpage has been updated, though it will be important to redesign the page in the near future.

The Honors curriculum was intentionally revised to accommodate degree programs in the other colleges as described in previous sections. Agreements have been reached with the schools and colleges that offer undergraduate degrees to accept Honors core curriculum courses and minors in satisfaction of their graduation requirements. This year the first 3-2 program in Honors was approved, providing a way for Honors students to earn a BA in Honors and a Masters in Latin American Studies in five years through shared credit arrangements.

(<http://laih.unm.edu/news/2015-08-31-Latin-American-Studies-Partners-with-Honors-College-to-Offer-Shared-Credit-Program.php>). Honors will pursue more of these arrangements to accommodate student demand for graduate degrees and the rigorous curricula they provide.

Enrollment management is central to long-term strategic planning. Since becoming a college, freshman enrollment has increased, and more students are graduating per year. This indicates that the college is retaining a larger proportion of students throughout the four to six years to graduation. Predicting the demand for classes in the freshman year and beyond, and establishing a menu of classes at all levels to meet that demand, is paramount, and efforts are underway to develop and maintain records that aid in this understanding. The new person just added to the office staff is expected to aid in developing a strong enrollment management system.

Faculty retreats are regularly held at the start of each academic year, and full-time faculty participates strongly in setting strategic directions. For the first faculty retreat after becoming a college, Honors hired an outside consultant to provide training in organizational development. The second retreat focused on internal policies and procedures to bring Honors into compliance with university policies that govern colleges. The most recent retreat focused on completing the requirements for the B.A. and on development of the college over the next five years. A five-year hiring plan has been developed and will be implemented as is possible under the current economic restrictions.

9C. *Describe the strategic directions and priorities for the unit.*

As a newly formed college, there are a number of strategic directions and priorities. The Honors College is in the process of working on several of these while others will require the support and financing of UNM administration and/or outside donors. Strategic efforts going forward fall into four categories: curricular, funding, administrative, and space issues.

Curricular

- Complete restructure of curriculum and define BA more fully.
- Develop a strong group of cross-listed courses with other colleges and schools at UNM.
- Reorganize Conexiones program for accessibility and continuity.
- Forge relationships with other units that allow several 3-2 or 3-3 programs.

Financial

- Develop a strong donor base and increase endowment funding.

- Develop a well-funded undergraduate research institute.
- Establish an Honors Advisory Board.
- Encourage and support faculty applications for external funding.
- Develop a systematic marketing plan.
- Acquire a dedicated development person.

Administrative

- Improve predictive tools to manage enrollment, especially of the first year student cohort.
- Increase faculty lines by two to three.
- Increase staff (accounting, advising, grants management, donor development, and IT) and/or identify services to be “farmed out” to increase service and accuracy.
- Recruit and retain diverse student population and faculty.

Space

- Expand Honors presence in Hokona Hall (the dorm) and increase presence as a residence unit.
- Remodel the dorm.
- Increase space for the college’s academic and administrative functions—remodel current building or find another space that provides increased classroom and office space as well as auditorium space, conference rooms, science and art lab space, and computer learning space.

UNM Honors College Academic Program Review Appendices

Appendix A – Creating the College

- Task Force Report
- Proposal to Create the College

Appendix B – Bylaws

Appendix C – Legacy Instructors' Handbook

Appendix D – Tenure and Promotion Handbook

Appendix E – NISF Report

Appendix F – Funds Generated by Community Service

Appendix G – Senior Options Requirements

Appendix H – Curricular Descriptions

- UNM Catalog
- Sample Syllabi (100, 300, 400)

Appendix I – Assessment Plan and Rubrics

Appendix J – Writing Workshops

Appendix K – Results of CLA+ (Honors, Institutional, National)

Appendix L – Peer Advising Handbook

Appendix M – Full-time Faculty CVs

Appendix N – Part-time Faculty CVs

UNM Honors College
Academic Program Review

Appendix A
Creating the College

Final Report

UNM Honors College Task Force

PREFACE and MANDATE

Based on a goal of President Schmidly and Provost Ortega and building on the work of previously appointed committees, members of the Honors College Task Force were appointed in the Fall of 2010 and charged with examining the possibility of transforming the UNM Honors Program to an Honors College.

Meeting formally every two weeks during the Spring Semester of 2011, the overall goal of the Task Force was to analyze options and provide a clear recommendation to the University of New Mexico, including the feasibility of an Honors College residential component. In the research phase of its process, the Task Force members examined the operations of several Honors Colleges at other public universities in this region. An invaluable resource was information available through the National Collegiate Honors Council (www.nchchonors.org) and the University Leadership Council. Previous internal reports and studies undertaken at UNM were reviewed in the context of the current circumstances and priorities. In assessing options and opportunities, interviews were conducted, formally and informally, with current and past honors students, deans at other universities, and key UNM staff.

Task Force Members:

Roger Schluntz, *Task Force Co-chair, School of Architecture & Planning*
Michael Thomas, *Task Force Co-chair, University Honors Program*
Stephen Bishop, *College of Arts & Sciences*
Laura Crossey, *College of Arts & Sciences*
Russell Goodman, *College of Arts & Sciences*
Marjori M. Krebs, *College of Education*
Enrique Lamadrid, *College of Arts & Sciences*
Manuel-Julian R. Montoya, *Anderson School of Management*
Deanna Sanchez-Mulcahy, *College of Fine Arts*
Pamela Pyle, *College of Fine Arts*
Robert (Rob) Schwartz, *School of Law*
Jamesina Simpson, *School of Engineering*
Wirt (Chip) Wills, *College of Arts & Sciences*
Mary Wolford, *University of New Mexico Foundation*

Meeting support by Jennifer Love, *Office of the Provost*

CONTENTS:

- 1. Summary Recommendation & Objectives**
- 2. Transition from the Current UNM Honors Program**
- 3. Programmatic Value of an Honors College**
- 4. Academic Organization**
- 5. Admission Standards and Processes**
- 6. Curriculum**
- 7. Honors College Residential Component**
- 8. Financing**

1. Summary Recommendation & Objectives

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

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

2. Transition from the current UNM Honors Program

A. The Current University Honors Program

The [University Honors Program](#) (UHP) originated in 1957 with a group of 30 students. The mission was, and continues to be, to provide challenging opportunities for intensive interdisciplinary and cross-cultural liberal arts education to highly motivated, talented, and creative undergraduates in all majors. This mission embraces outreach and recruiting, as well as providing small, rigorous classes, a senior capstone experience, opportunities for scholarly and creative initiatives, and 'hands on' and international learning options.

Likewise, the Honors Program creates a community of scholars by promoting interaction among faculty and students and by expediting opportunities for undergraduate research and publication. The UHP fosters an environment that challenges students to develop intellectually, academically, creatively, and socially.

In the early years of the UHP, the curriculum consisted of a few honors seminars. The instructors, who often taught the seminars in collaboration, were scattered across campus and taught by invitation. The Program grew modestly but consistently. In the late 1980's the rate of growth accelerated. At that time the UHP began undertaking searches to recruit a small core of instructors who would teach interdisciplinary courses and be "housed," tracked, and ultimately tenured in the UHP. This core group provides program stability and continuity. At present, approximately 1100 students are in good standing in the Honors Program. About half of these are enrolled in UHP courses in any given semester. In the 2009-2010 academic year, 54 faculty members from across campus joined the eight UHP core faculty members to serve 1098 students enrolled in 78 seminars. In addition to growing in size, the UHP added activities and services for students. The UHP meets [16 of the 17 characteristics of a "fully developed honors program"](#) as defined by the National Collegiate Honors Council (the UHP does *not* have a dean or director who *reports directly* to the Chief Academic Officer - Characteristic #3). Dr. Rosalie Otero, director of the UHP, is Past-President (2002) of the NCHC.

As the Honors College expands and matures, critical aspects of the academic program will need to be continuously addressed through oversight. One aspect of this oversight is a formal *Academic Program Review* of the UHP, now overdue.

B. The Role of an Honors College at UNM

The proposed creation of an Honors College will demonstrate the importance of honors education at the University of New Mexico. The chief academic officer would be a Dean who would sit as a member of the Deans Council and report directly to the Academic Vice-President/Provost.

Creation of this College would provide an opportunity to extend and enhance the accomplishments of the University's Honors Program.

1. *Recruitment and Competitiveness:*

An Honors College would play a major role in efforts to recruit outstanding prospective students to UNM. Building on the achievements and structure of the UHP, a new Honors College would foster honors education throughout the University, making UNM a desirable destination for the area's high achieving students.

2. *Emphasis on the Academic Mission of Honors:*

Creating an Honors College headed by a Dean would demonstrate the importance of academic excellence that is the heart of honors. Having a College at UNM dedicated to honors reinforces those academic values.

3. *Recognition for Students:*

Creating an Honors College would validate the efforts of the students engaging the challenging honors curriculum. Student achievements would be appropriately reflected on transcripts and resumes of graduates from the Honors College.

4. *Recognition of Dedicated Faculty:*

Formal affiliations with an Honors College will provide appropriate recognition for departmental faculty members who teach honors courses and work closely with the Honors College.

5. *Increased Development Opportunities:*

An Honors College would be a point of pride for honors alumni, and College status will amplify the voice of honors in shaping the fund-raising goals of the University.

6. *Broadened Participation from across the University*

An Honors College would involve all departments and academic units within the university. This would provide students in those departments and academic units with access to the opportunities the college will afford. This involvement would also insure that a variety of faculty members would interact, collaborate, and thus enhance the diversity of Honors College possibilities.

3. Programmatic Value of the Honors College

The envisioned UNM Honors College should provide enrolled students gateways to:

- Interdisciplinary studies and scholarship;
- International programs;
- Enhanced social networking options;
- Internships;
- Unique multi-cultural opportunities - locally, nationally, and globally;
- Community based service learning;
- Mentorship for post- baccalaureate professional programs and careers;
- Professional development workshops and off-campus weekend retreats;
- Research opportunities with faculty; and
- Leadership development.

These opportunities will enrich the educational experiences of enrolled students. Moreover, these opportunities will provide a significant incentive and advantage for the successful recruitment of high-achieving students to the University of New Mexico, both locally and nationally.

4. Academic Organization

In order to most effectively provide students with gateways to opportunities, the Honors College - consisting of a Dean, core faculty, affiliated faculty, and administrative staff - should have strong interdisciplinary components. The Honors College will:

- Serve as a hub for undergraduate interdisciplinary activities and research.
- Enhance opportunities for undergraduate disciplinary activities and research.
- Collaborate with honors endeavors within each school and department to achieve an appropriate uniformity.
- Include national scholarship initiatives and honors-based research programs. This will include programs such as [research training and mentorships](#), national scholarship initiatives, Regents and Presidential scholarship programs, and other high-profile scholar communities.
- Provide institutional coordination and support for National Honor Societies such as Phi Beta Kappa, Phi Kappa Phi, Golden Key, etc., as well as coordinate with institutional special awards and honors (e.g., The Clauve Award, SUB Wall of Excellence, etc.).
- Function as the institutional hub for connections with the [National Collegiate Honors Council](#) and other honors-related organizations throughout the world.

5. Admission Standards and Processes

The UNM Honors College will have direct and consistent contact with University Admissions, the Scholarship Office, and other campus resources. Coordination of efforts will:

- Enhance recruitment of high-potential candidates to UNM.
- Create standards that are consistent with the highest level of academic achievement, while providing opportunities to outstanding students who need support and guidance in order to thrive.
- Encourage the best and brightest high school students in New Mexico to study at UNM, and to use their education to serve the needs of this state.
- Provide resources and opportunities required to succeed including specialized academic/career advisement and mentoring.
- Prepare honors students to be competitive applicants for internships, graduate scholarships, assistantships, fellowships, and graduate study.

6. Curriculum

The Honors College will work closely with all departments, schools, and colleges to create standards of excellence and provide opportunities. For the Honors College to be highly successful and have the capacity to serve a breadth of needs and interests, this Task Force recommends:

- *An interdisciplinary focus* as a major component in curriculum, research, and professional development. This focus will provide students, from all major fields of study, problem solving skills that are crucial to agile leadership in the evolving environments they will encounter in coming decades.

- The provision for opportunities for enhanced, robust *disciplinary course work*.
- Opportunities for courses that are *co-taught*, thus encouraging intellectual bridging of disciplines for both students and faculty.
- The identification and support of honors initiatives throughout the university. An important step in the development of the Honors College will be the creation of an integrated, university-wide honors curriculum.

The Honors College will also coordinate undergraduate departmental honors at UNM, now the sole responsibility of the individual academic units. Coordination of academic departments with the Honors College will foster:

- A rigorous curriculum, based on the academic excellence of degree-offering units.
- Significant participation by tenure-track faculty members throughout the university. There are three critical conditions for achieving such participation:
 - There must be opportunities for faculty to work with small classes of highly motivated students
 - There must be opportunities to create honors sections of existing upper-division courses, as well as innovative courses that use interesting or unusual pedagogical approaches or build collaborative projects that foster teamwork.
 - There must be assurances that faculty members who teach honors courses will not be expected to do so as an overload.

Honors students should be able to choose various levels of engagement with an Honors College curriculum. Requirements for a variety of “pathways” to honors (such as “two year certificates, etc.) will need to be explored and developed. These initiatives will provide broad student participation, as well as allow transfer students and students with very restrictive departmental curricula to achieve a UNM Honors designation.


7. Honors College Residential Component

A key component of an Honors College at UNM should be a residential hall dedicated exclusively to high-performing and academically-minded students. Reports from other universities provide compelling evidence of the critical nature that a dedicated and well-designed honors residential dormitory contributes to the freshman experience and recruitment of top scholars – both in-state and out-of-state. There are clear advantages of the integration of a living environment into the academic program throughout the undergraduate years.

To be competitive with other universities in the immediate region in attracting and retaining high-performing students, a well designed and operated honors residential hall at UNM is essential.

Since the Fall of 1991 the third floor of the east wing of Hokona Hall at UNM has been designated as a “Scholars Wing,” a coeducational dormitory environment available to approximately 75 to 90 scholarship and other high-performing students. The Hokona Scholars Wing has, through the last two decades, successfully provided an on-campus residential community with shared values of high academic achievement.

A study by the UNM *Honors Residence Life Planning Task Force* (co-chaired by Walter Miller and Professor Alf Simon and completed June 2010), gathered data from 19 public universities that have some form of an honors residence environment, and compiled more in-depth information for five of our “regional competitors:” Arizona State University, the University of Arizona, Texas Tech University, Oklahoma State, and the University of Oklahoma. This earlier task force concluded, in part:



“A well designed and planned honors residence environment at UNM would be a positive step in improving academic performance of our best students, recruiting and retaining the best students, thus increasing the number of high performing students that choose to enroll at UNM, expanding the National Merit Scholars at UNM and encouraging students to stay in the honors residence longer.”

With the adoption of an Honors College at UNM, the Honors College Task Force recommends that two options for an honors residence hall be carefully considered:

1. Expansion of the Scholars Wing and renovation of Hokona Hall, to first include the entirety of the east wing as the dedicated honors residence hall at UNM, with subsequent expansion that would include the west wing (a residential hall that is now occupied by faculty offices).
2. Alternatively, an honors residence hall could be included with the *next phase* of the planned on-campus student housing (to be constructed by American Campus Communities).

The Task Force also recommends that within the UNM honors residence hall appropriate areas be specifically designated for academic advising, social gathering, and seminar classes. These types of spaces will encourage and support opportunities for cooperative study and informal colloquia.

Based on the experiences of other universities, it is imperative to have on the premises of the honors residential hall some type of food/beverage service (e.g., a “canteen” or small café/restaurant). The availability of food and beverage is deemed a prime factor in increasing student/faculty interaction while enhancing the residential experience and supporting academic values.

As new student residential halls are planned and programming undertaken for an honors residential hall, the Task Force urges careful consideration of the inclusion of residential quarters for an “on-site” faculty member and for a graduate assistant, a common practice at other universities. A language immersion wing could be re-established within the honors residence hall.

8. Financing

The budget for the Honors Program (approximately \$820,000 per annum in state funding) provides a solid base for establishing the new College. This is not, however, sufficient to sustain the college as it grows. As the Honors College begins maturation and aspirations are realized, additional revenues will be needed. The Task Force believes emphatically that such resources will be critical.

An Honors College should be very attractive for potential major donors. Toward this end, the establishment of an Honors College should have the strong endorsement of the President and the Board of Regents. The UNM Foundation should identify and aggressively pursue designated gifts and permanent endowments. Honors Colleges at some other universities require additional program fees.

Funding for the envisioned honors residential hall is less certain and predictable. Currently the Hokona Scholars Wing is supported through the Student Affairs/UNM Housing budget, and for the most part this mechanism will continue with the transition to an honors residential hall that would give priority to Honors College students.

The Task Force also urges that an endowment for an Honors College at UNM be established, and potential donors be aggressively cultivated toward that end. Private funding support for the Honors College should be included in the University’s current capital campaign. Other innovative, external funding streams should also be explored.

HONORS COLLEGE PLANNING COMMITTEE REPORT

(Submitted: January 20, 2012)

Committee Members: Michael Dougher and Kate Krause (co-chairs), Harold Delaney, Robert Doran, Kate Henz, Manuel Montoya, Mark Ondrias, Rosalie Otero, Pamela Pyle, Ursula Shepherd, Kiyoko Simmons, Jamesina Simpson, and Mary Wolford.

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

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

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

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

Contents:

1. The value and advantages of an Honors College at UNM
2. Transition from the current Honors Program to an Honors College
3. Honors Students; Curricula and courses*
4. Core and affiliated faculty and staffing

* The development of a detailed curriculum awaits approval of this proposal

5. Residence halls and campus facilities
6. Cost estimation and sources of funding

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

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

Enrollment of High-Achieving Students; Economic Development Effects

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

The proportion of high-achieving New Mexico students who choose to attend UNM is considerably lower than at a majority of our peer institutions. According to the most recent data, UNM enrolled

- 8 of the 101 New Mexican National Merit Semifinalists,
- 150 of the 531 New Mexico high school students (28.2%) scoring 30 or higher on the ACT, and
- 498 of the 1345 New Mexico high school students (37.0%) scoring between 26 and 29 on the ACT.

Among freshmen who enrolled at UNM,

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

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

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

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

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

Participant Benefits

An Honors College would benefit the institution and its faculty by

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

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

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

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

The Current University Honors Program

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

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

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

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

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

students completing departmental honors programs are also graduating with the distinction of University Honors.

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

3. Honors Students; Curricula and Courses

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

Recruitment and Enrollment

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

Admission Standards

The Honors College will design an application form and set admission criteria. The admission criteria will be established with the aim of admitting approximately ten to fifteen percent of the undergraduate population and will include such factors as ACT and SAT scores, high school GPA, high school coursework, extracurricular activities, submitted essays, and other relevant information. While most Honors College students will be admitted as incoming freshmen, alternative paths for admission to the Honors College will be established for transfer students and current UNM students who have attained a high GPA and have successfully completed English 102 and Math 121.

Predicted Enrollment

Universities with Honors Colleges elsewhere enroll more high-achieving students than does UNM. Establishment of an Honors College at UNM is expected to attract more highly qualified students to UNM and to engage more highly qualified students currently at UNM. Currently, UHP serves slightly more than 1,000 students in an undergraduate population of approximately 20,000, just 5%. Fifteen percent of UNM's 2010 entering freshmen – over 480 students -

scored 27 or higher on the ACT. An Honors College that enrolled these freshmen and similar numbers of sophomores, juniors and seniors would be nearly twice the size of UHP. An Honors College that attracted high-achieving students at rates similar to those at our peer institutions could raise the Honors admissions bar and continue to admit the top 15% of entering freshmen. In either case – by attracting more high-achieving students to UNM or by enrolling more existing UNM students in Honors – the Honors College could realistically expect enrollments of approximately 2,000 students.

Curricula and Courses; Student Services

We propose three possible ways, with different levels of engagement, for students to participate in the Honors College. The Honors College would offer

- an interdisciplinary bachelor's degree, or major;
- an interdisciplinary minor; and
- a transcript and diploma certification.

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

Interdisciplinary Major in University Honors. The most intensive offering of the Honors College will be an interdisciplinary bachelors' degree in University Honors. This degree would be conferred by the Honors College on students who have completed a rigorous course of study that clearly differentiates the degree from degrees offered in other UNM units. The degree will require:

- Academic excellence in courses offered by the Honors College and honors courses offered in the disciplines;
- Integrated curriculum with stated Student Learning Objectives and Assessment procedures; and
- Completion of a substantial Capstone Project.

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

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

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

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

Scholarship and Leadership Development

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

This Center will promote the development of academic and leadership skills by

- introducing students to social and academic services provided at UNM;
- offering workshops to prepare students for future leadership roles at UNM and beyond;
- coordinating and supporting National Honor Societies, including Phi Beta Kappa, Phi Kappa Phi and Golden Key and institutional special awards and honors such as the Clauve Award and the SUB Wall of Excellence; and
- preparing students for competitive scholarships and other opportunities.

National & International Scholarships and Fellowships (NISF) and the Center for Academic Excellence and Leadership Development (CAELD)

The NISF and CAELD will be housed in the Center. NISF informs student scholars about opportunities for nationally prestigious scholarships and supports students applying for prestigious scholarships. CAELD prepares students for the next step after graduating from UNM by offering comprehensive resources, opportunities and workshops that emphasize academic excellence,

research, leadership, and community service. Housing NISF and CAELD in the Honors College will make services available and accessible for Honors students.

Honors College Advisement

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

Integration with Campus Units

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

4. Core and affiliated faculty and staffing

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

1. Dean,
2. Associate Dean,
3. Accountant,
4. Administrative Assistant,
5. Development Associate for College
6. 4 full-time advisors dedicated exclusively to the Honors College, and

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

Honors College Faculty

UHP currently houses nine faculty members including the director. Together with affiliated faculty and non-tenure stream instructors, these faculty members serve a fairly small population. UHP admits 300 freshmen each year; more than 1200 students participate in the UHP program in a given academic year.

However, fewer than 100 students graduate with a University Honors certification. The expanded enrollment described above, and the course offerings necessary to support the degrees described above, will require significant increases in faculty, including three additional Honors faculty over the next 3-5 years. If the College grows as expected, it is likely that an additional

3-6 core Honors faculty will be added in subsequent years. These core faculty will be tenure track in the Honors College, teach Honors courses, supervise independent studies, oversee research and thesis options and provide oversight for extracurricular activities and programs, including *Scribendi* and *Conexiones*. Each of these faculty members will be granted an adjunct (or most appropriate) appointment in a unit on campus that is compatible with the faculty member's academic background.

Affiliated Faculty and Instructors

Honors Fellows Six faculty members from other colleges will be identified as Honors Fellows. These individuals will serve for an extended period of time (3-5 years) to allow them to become integrated into the Honors community. Fellows will receive course releases from their home units, funded by the Honors College.

Lecturers, PTIs and Adjuncts Twelve Honors faculty plus six fellows, each teaching two courses per semester, could teach 36 classes per semester. Honors courses are currently capped at 17 students. Maintaining that class size, 36 classes would reach at most only 612 students, a fraction of the target enrollment of 2,000 Honors students. UHP hires 20-22 non-tenure stream instructors per semester. To assure sufficient seats and adequate offerings, the Honors College would continue to hire non-tenure stream instructors.

Discipline-based Faculty; Disciplinary Honors Courses Faculty members in other colleges will offer Honors courses in their disciplines. Funding for these courses will be through those units, with hiring incentives to encourage participation. Faculty members who teach honors courses will not be expected to do so as an overload. The Honors College would provide training in honors teaching. The number of courses to be offered by this group will vary, but a target of two courses per year in each participating department would yield a wide variety of courses adequate to meet the needs of Honors majors, minors and certificate students.

Capacity

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

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

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

5. Residence halls and campus facilities

The most successful Honors Colleges among our peer institutions offer a comprehensive college experience, with a separate facility that includes a residence hall for Honors students, seminar space, social space and other amenities. Honors students live, work, study and play together in an environment that is also integrated with the larger campus community. The spreadsheet attached to this proposal as Appendix D details the proposed components of an Honors College at UNM and estimates the cost of the facility at \$79.2 million. The estimate includes the cost of providing

- seminar and conference rooms,
- large and small group study areas,
- a computer lab,
- dorm rooms for lower and upper division students,
- lounges and social areas,
- eating facilities including a café, dining hall and kitchenettes,
- an administrative suite housing faculty, advisement and administrative offices, and
- classroom space, including a large auditorium.

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

6. Cost estimation and sources of funding

In addition to facility costs, establishment of the Honors College would require recurring funding for staff, faculty, and operating expenses outlined above. Two key assumptions are included: 1) the current Honors Program budget will be incorporated into the Honors College; and 2) when new tenure/tenure track lines become available, the Provost will accordingly reward departments and units that have or plan to hire faculty who will also affiliate with the Honors College. Given these assumptions, estimated new Instruction and General funding needed for the creation of an Honors College is approximately \$1,385,000 (see Appendix E for details).

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

Fundraising

Given the continued support of the UNM President for an Honors College as one of the University's top goals, fundraising for the College could expand exponentially. There is little correlation between number of gifts and total giving to the Honors

Program: one significant major gift raised by the University President in 2008 accounted for 42% of all private giving to Honors in the 2000 – 2010 timeframe.

According to the UNM Foundation, major donors are most likely to direct gifts to:

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

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

The support of the UNM President, the Provost, Deans, and the Athletic Director will be essential in order for the Honors College to reach its fundraising potential. Given such a positive environment, the pool of potential donors to the Honors College would soon include the University's top prospects, i.e., those individuals who want to be affiliated with excellence. The annual private gift total to the Honors College should rise to the \$1,000,000 level by fiscal year 2013-2014. This total would be made up of cash, pledges and intended estate gifts. There is always potential that a College naming gift, in the \$15,000,000 range, could also be procured during the University's next Comprehensive Campaign, beginning after FY 2015.

APPENDIX A

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

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

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

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

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

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

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

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

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

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

Table 5. Requirements for Graduating with Departmental or Disciplinary Honors

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

Appendix B

Honors College – Scholars and Champions Initiative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C

Enrollment Examples

The following examples assume that courses are taught at capacity and that:

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

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

2,000 students participate in the Honors College, distributed as follows:

- 50 students seeking an Honors major;
- 150 students seeking an Honors minor;
- 500 students seeking an Honors certificate; and
- 1,300 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 50 Majors x 13 courses = 650
- 150 Minors x 8 courses = 1200
- 500 Certificate Students x 5 courses = 2500
- 1300 x 3 courses = 3900

Total for all students over 8 semesters = 8,250, or just over 1,031 student-seats per semester.

- Capped at 17 students per course, 61 courses per semester
- Capped at 20 students per course, 52 courses per semester

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

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

2,000 students participate in the Honors College, distributed as follows:

- 60 students seeking an Honors major;
- 200 students seeking an Honors minor;
- 700 students seeking an Honors certificate; and
- 1,040 students enrolled in three Honors courses over a four-year undergraduate career.

Total student-seat demand over 8 semesters:

- 60 Majors x 13 courses = 780
- 200 Minors x 8 courses = 1600
- 700 Certificate Students x 5 courses = 3500
- 1040 x 3 courses = 3120

Total for all students over 8 semesters = 9,000 or 1,125 student-seats per semester.

- Capped at 17 students per course, 66 courses per semester
- Capped at 20 students per course, 56 courses per semester

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

APPENDIX D

UNM Honors College Program Brief Draft		12.15.2011									
		Floor	Capacity	Sq Ft	Quantity	Total Capacity	Total Sq. Ftg.	\$ Per Sq. Ft. Development Cost	Total Estimated Cost Development Coost	Historical Information Sources	Notes
Study Rooms						16	200	4,000			The basis of programming and development budget information is from ACC Student Housing Development Component II: Phase I Preliminary Materials Dated February 2, 2011
Seminar Room			20	400	4	80	1,600				
Group Study - Small			8	160	4	32	640				
Group Study - Large			14	280	4	56	1,120				
Quiet Study			8	160	4	32	640				
Counseling			2	120	4	480	480				
Computer Commons			20	800	1	20	800				
Residential							1,200	296,150			
Freshman / Sophomore		2 / 3		250	791	1,000	182,750			2+2 BR / 1 Bath	
Junior / Senior		4		50	1760	200	88,000			4 Private BR / Private Bath ea BR	
Resident Advisors		2 / 3 / 4		40	400	40	16,000			1 BR / Private Bath	
Lounges & Commons						16	670	10,720			
Activity Room / Cafe /		1	400	1	8000	400	8,000				
Kitchenette		1		4	400		1,600				
Total Net Square Footage								321,750			
							402,187.5	\$140.00	\$56,306,250.00	1.25 Net to Gross	
Dining								20,160			The basis of programming and development budget information is from Walter Miller document as related to the retrofit study for La Posada 6.17.2008
Dining / Classics Library				1	300	300	6,000			3 Turns per Meal	
Kitchen / Back of the House		1					14,160			236%	
Total Net Square Footage								20,160			
Total Gross Square Footage								28,224	\$350.00	\$9,878,400.00	1.4 Net to Gross
Administrative Suite						1	2160	4,140	\$265.00	\$1,097,100.00	
Dean's Office					1	240	240				
Associate Dean's Office					1	160	160				
Administrative Assistant					1	110	110				
Faculty Offices					15	120	1,800				
Staff Offices					4	100	400				
Conference Room			20		1	540	540				
Conference Room			10		1	396	396				
Kitchenette					1	98	98				
Reception Desk					1	140	140				
Waiting					1	128	128				

APPENDIX E



APPENDIX E Cost Estimation and Sources of Funding

COST ESTIMATION

Faculty	
Dean	\$ 160,000
Associate Dean - SAC and course buy-out	40,000
T/TT Faculty(1)	75,000
T/TT Faculty	75,000
T/TT Faculty	75,000
Honor Fellows (6) - 4 course buyouts/year @ \$7000/course (2)	168,000
Lecturer (1)	45,000
Part Time Instructors - 12 courses/year @ \$3,800/ course	45,600
	<hr/>
	\$ 683,600
Staff	
Accountant I	\$ 40,000
Admin I for Deans Office	27,000
Development Associate	54,000
Admin I for Scholarship Office	27,000
CAELD, NISF Program Specialist	45,000
Academic Advisors (4)	144,000
	<hr/>
	\$ 337,000
Benefits	
Fringe Benefits (29%)	\$ 289,134
Total Salary and Benefits	
	<hr/>
	\$ 1,309,734
Other	
Recruitment Budget	\$ 25,000
Supply and Equipment Budget	50,000
	<hr/>
	\$ 75,000
Total	
	<hr/>
	\$ 1,384,734

Tuition & Funding Formula Assumptions

Assumptions:

- 90 new students to the University that graduated within the top 25% of their class.
 - Each student averages 26 credit hours per year to graduate in 5
 - 85% retention rate
 - Half of a student's credit hours are lower division/half upper
- Instruction/Instructional Support Expenditure calculation used by the State Funding Formula.

Gross Tuition & Formula Revenue

Freshman Year 90 students * 26 ch * \$151.48 = \$354,463
 Sophomore Year 77 students * 26 ch * \$151.48 = \$303,263
 Junior Year 65 students * 26 ch * \$242.96 = \$410,602
 Senior Year 55 students * 26 ch * \$334.44 = \$478,249
 5th Year Senior 45 students * 26 ch * 334.44 = \$391,295

Total Gross Tuition & Formula Revenue =	<hr/>	\$ 1,937,872
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Notes: (1) Market Salaries for tenure stream faculty vary widely depending on discipline; \$75000 is an estimated average that would include humanities, physical and social sciences
 (2) Course buy-out costs will depend on current college policies. For example, A&S is moving to a policy that charges 1/8 of annual salary for one course buy-out.

UNM Honors College
Academic Program Review

Appendix B
Bylaws

Honors College Bylaws
Ratified on April 4, 2013

Preamble

The Honors College is a small interdisciplinary college within the larger university. Its mission is to provide challenging opportunities for intensive interdisciplinary and cross-cultural liberal education to highly motivated, talented and creative undergraduates in all majors and to build a community of scholars. To do so, the Honors College utilizes a forward thinking, innovative course of study to both supplement and enhance students' academic pursuits. For this reason, the faculty of the Honors College is a diverse group, dedicated to undergraduate teaching and mentorship, and representing a broad range of disciplines including STEM, humanities, social and behavioral sciences and fine arts.

Primacy of University-Wide Policies

This document describes the bylaws of the Honors College of the University of New Mexico (UNM). It formalizes the governance principles under which the Faculty Assembly operates and the procedures for academic matters in the Honors College. These bylaws shall be consistent with and subordinate to established UNM policies as published in the *UNM Faculty Handbook*, as well as the policies, rules, and laws of the State of New Mexico.

Existing Policies on Governance

It is the intent that this self-governance document, where appropriate, shall supersede (when in conflict with) or incorporate in whole or in part all previously written or spoken policies, procedures and guidelines regarding faculty governance in the Honors College.

Article 1. Purpose

1 (a) This document defines the bylaws of the Honors College Faculty in order to: 1) establish the governing structure of the College Faculty; 2) describe the decision-making procedures and practices of the Faculty; and 3) define the rights and responsibilities of the administration and faculty regarding academic matters in the College.

Article 2. Governance

2 (a) The Bylaws acknowledge that the governance of the Honors College consists of the College's Administration, headed by the Dean and Associate Dean, and the College Faculty, which has a voice through the College Faculty meetings, as well as through both standing and ad hoc committees. Administrative matters are the responsibility of the College Administration; the Faculty exercises its governance over academic matters through faculty meetings and committees. All Honors College administrative policies, processes and decisions ultimately rest with the Dean.

Article 3. Faculty

3 (a) Membership: Members of the College Faculty hold the rank of Distinguished Professor, Professor, Associate Professor, Assistant Professor, Principal Lecturer, Senior Lecturer, Lecturer, Instructor, and Professor Emeritus/Emerita. The Faculty includes part-time appointees.

Honors Faculty Fellows will be considered Honors College Faculty for the term of their award.

3 (b) Voting Faculty: The Voting Faculty includes all full-time members of the Honors College Faculty holding the rank of Distinguished Professor, Professor, Associate Professor, Assistant Professor, Principal Lecturer, Senior Lecturer, or Lecturer. Honors College Faculty Fellows shall have no voting rights. Professors Emeritus/Emerita have no voting rights.

3 (c) Rights and responsibilities of the Honors College Faculty: The Honors College Faculty shall have the right of review and action in regard to the following: formulation and revision of College goals; formation of new interdisciplinary programs and centers within the College; recommendations for granting of all academic degrees and certificates within the College; curriculum changes; creation of new academic degrees and certificates; policies regarding faculty appointments, granting of tenure, and promotion in academic rank, subject to the procedures of the UNM Faculty Handbook; and general academic policies of the Honors College.

Article 4. Meetings of the Faculty

4 (a) Quorum

A quorum of two-thirds of eligible voting faculty is required to conduct a meeting that requires decision-making or a vote. General business motions shall be ratified following a vote with no less than one-half plus one of the faculty (in-person or, if in-person is not possible, delivered *en absentia*) affirming the motion or proposal. In the case of changes to the bylaws, ratification will require an affirmative vote of not less than one-half plus one members of the Honors College Voting Faculty.

4 (b) Voting

A Vote refers to either an in-person vote, or an *en absentia* vote. Initiating *en absentia* votes must be subject to the approval of the Associate Dean. *En absentia* votes by eligible Voting Faculty may be delivered in writing to the Associate Dean or the Honors College Administrator, in advance of a meeting. Voting by proxy is not permitted.

Article 5. Honors College Administration

5 (a) The Honors College Administration consists of the Dean as the College's executive officer and academic leader and the Associate Dean.

5 (b) Dean: The Executive Officer of the Honors College is the Dean. The Dean is appointed as provided for in Article III, Section 3.(a), p.A-12, UNM Faculty Handbook, see excerpt in Appendix I. The Dean shall act as executive officer and representative of the College Faculty. He or she reports to the Provost. The Dean provides vision, direction and overall leadership for the Honors College. The Dean generates financial support of the College and ensures the quality of instruction for students in the program, takes the lead in developing and managing a coherent strategic plan to advance the Honors College. The primary function of the position is academic leadership and administration. With regard to education policy, the Dean is expected to prepare plans for consideration by the Faculty, to carry out those plans that the College

adopts, and to perform other duties as properly fall within the scope of the Dean's office. In general, the Dean provides leadership regarding all academic programs and their compliance with applicable University policies and procedures. In executing his/her leadership role, the Dean is expected to adopt a collaborative and consultative style of management and to seek input from the Honors College Faculty and Honors College committees. The Dean shall work to enhance visibility of the Honors College with various groups including the Honors College Board, alumni, legislators, and donors, and will maintain the institutional membership in the National Collegiate Honors Council. The term of office and the periodic review of the Dean are described in the UNM Faculty Handbook, Sections A51 (Article III) and C35.

Selection of the Dean

When a vacancy occurs, a new Dean shall be hired through a national search process. The Provost is the hiring officer. The search committee shall include two-three members of the Honors College faculty, as well as Honors alumni and current students and at least one member of the Honors Advisor Board.

5 (c) Associate Dean: The College Professional Staff at this time includes one Associate Dean. The term of office will generally be for three years or as negotiated with the Dean. A faculty member may serve as the Associate Dean for a maximum of two consecutive terms. Candidates for Associate Dean must be tenured members of the College Faculty and hold professional rank of Professor, or in rare cases, Associate Professor or Principal Lecturer. The Associate Dean is responsible for directing and coordinating the day-to-day activities of the Honors College. He or she works with the Dean to develop and monitor annual budgets. The Associate Dean coordinates classes with the Curriculum Committee and is responsible for evaluating staff and faculty particularly as it relates to tenure and promotion. The Associate Dean shall act as an ex-officio member of the Honors College Advisory Board and shall be an institutional member of the National Collegiate Honors Council and the Western Regional Honors Council. The Associate Dean's performance is reviewed annually by the Dean with input from the Honors Faculty.

Selection

When a vacancy occurs, the Dean shall circulate an open call for nominations and applications, and among the tenured faculty of the college. The Dean and two members of the voting faculty shall constitute the search committee and the Dean shall act as the hiring officer.

5 (d) Committees: Participating in committee work is both a right and responsibility of Faculty of all ranks. The Faculty may elect to operate as a committee-of-the-whole on general or specific matters. They can form sub-committees and establish, define, give charge to, dissolve, and appoint members to either standing or ad hoc committees as needed by vote. Student representation is expected on some committees. The methods of selecting student representation may vary depending on the charge of the committee and the directions of the faculty as whole.

5 (d) 1. Standing Committees: Standing committees shall be established, modified, or

terminated, as needed, by vote of the faculty. The faculty shall prescribe the charge, responsibilities, and method of selection of such committees. Current standing committees include, but are not limited to:

Curriculum Committee

Charge: The Curriculum Committee is charged with both selecting individual courses proposed within the College and considering larger issues related to setting curriculum which it will then bring for final agreement to the General Faculty for final consideration. The committee shall meet at least once each semester to determine the curriculum for the next term.

Tenure and Promotion Committees

Charge: Tenure and Promotion committees are established by the Honors College to guide the tenure process of all tenure-track faculty and aid in the promotion of all faculty. They serve to mentor faculty and ensure procedures laid out by the Faculty Handbook and the Honors College Tenure and Promotion Guidelines are properly followed.

Graduation Committee

Charge: This committee reviews student files, recommends whether a student will graduate with a designation, a minor or major, and awards levels of Honors based on guidelines developed and approved by the Honors faculty as a whole.

Merit Review Committee

Charge: This committee will meet annually to compile and review the faculty data information and make recommendations to the Associate Dean regarding the performance of faculty members and distribution of merit increases. This committee will convene and deliberate even in years when there are no raises likely, so that an accurate record will be available to make evaluations and decisions.

Honors College Advisory Board

Charge: The Honors College Advisory Board is a standing committee of Honors faculty, faculty from across the University, alumni, and community members committed to furthering the goals and needs of the Honors College, its faculty, its staff, its students, and Honors education in general. This Board consults with the Honors Faculty to develop and implement College advocacy initiatives across the University, in government, and the community as a whole.

5 (d) 2. Sub and Ad hoc committees: Subcommittees and Ad-hoc committees of the Honors College shall be established by the Dean, Associate Dean or the faculty as need arises. Responsibilities and membership of such committees shall be prescribed by or in consultation with the faculty and comply with all College and University policies and procedures. Sub- and Ad hoc committees include, but are not limited to:

Faculty Hiring Committees

Charge: Committees shall be formed to aid in the hiring of new faculty members of the Honors College. These committees are charged with setting qualifications for, interviewing, and offering

recommendations to the Faculty as a whole of candidates for faculty positions.

Staff Hiring Committees

Charge: Committees shall be formed to aid in the hiring of new staff members of the Honors College. These committees are charged with setting qualifications for, interviewing, and offering recommendations to the Associate Dean for staff positions.

Faculty Fellow Selection and Mentoring Committee

Charge: The Honors College will bring in scholars from the broader campus community to serve as Honors College Faculty Fellow for periods of two or three year terms. Once these awards are established and funded, there will be an annual call for nominations for these positions. This committee is charged with setting qualifications for, interviewing, and offering recommendations for this award to the general Faculty.

Carruthers Visiting Chair Selection Committee

Charge: The Honors College is endowed to bring in an esteemed outside scholar to serve as the Carruthers Visiting Chair for a one or two semester term. This committee is charged with setting qualifications for, interviewing, and offering recommendations to the Faculty.

Article 6. Amendments to the Bylaws

As the Honors College evolves and grows, there will be a need to periodically review and amend these bylaws. The faculty members who author this original document urge Honors College faculty to regularly review these bylaws and make amendments as needed. As noted above, amendments to the bylaws shall be ratified when at least two-thirds of the voting faculty vote and a majority of those votes is in the affirmative.

Article 7. Policies and Procedures

More specific policies and procedures that govern the day-to-day running of the College shall be formulated and specified in a separate document and attached to these bylaws as they are drafted and become available.

UNM Honors College
Academic Program Review

Appendix C
Legacy Instructors' Handbook



Legacy Instructors Handbook

<i>Mailing Address</i>	<i>Physical Location</i>
MSC 06 3890	Room 21
1 University of New Mexico	Ground Floor
Albuquerque, NM 87131-0001	Student Health Center Building
Phone: 505-277-4211	Fax: 505-277-4271
Email: honors@unm.edu	Website: honors.unm.edu

OVERVIEW

Required Introduction to Honors

All students in the Honors College are required to take a 100-level Legacy course in order to graduate from the program. Since this course is designed to serve as the introduction to Honors at UNM, students normally are required to take a Legacy course in their first or second semester at UNM and before taking other Honors courses. Even though students beyond their first semester occasionally enroll in Legacy courses, these courses are designed primarily for first-year students in Honors.

Interdisciplinary Humanities Curriculum

All Legacy courses are expected to be interdisciplinary in content and approach. While disciplines covered in these courses will vary depending on an instructor's expertise, Legacy courses are required to incorporate interdisciplinary approaches, methods, concepts, and/or content material from more than one field. In addition, Legacy curriculum must focus primarily on humanities subjects, although other non-humanities disciplines may be incorporated as instructors wish. With this in mind, Legacy courses are intended to impart a basic understanding of and appreciation for the values and cultural relationships at the core of study in the humanities. Subject areas typically classified as humanities at UNM are literature, linguistics, history, philosophy, and religion.

What "Legacy" Means

Legacy courses provide our students with knowledge of works and ideas from earlier cultures that have played and continue to play significant roles in understanding the contemporary culture in which we live. Through examinations of primary texts, explorations of secondary source materials, and intensive discussions and written assignments, the goal of Legacy courses is to explore what our current culture has inherited from earlier times, peoples, and cultures. Most instructors apply a survey-style approach to such materials. Works considered foundational to the development of the culture in which we live or to the advancement of the course's theme over time should be central components of any Legacy course.

Skills and Content

While Legacy courses are intended to expose students to foundational content material in the humanities, it is equally important that students learn skills essential for college-level work as well as for professional fields beyond college. We expect Legacy students to begin to develop skills, especially in critical reasoning and analytical thought, that are fundamental to educational inquiry and formal writing at the college level. In addition, Legacy courses are expected to provide students with a clear understanding of the types of rigorous academic work the Honors College expects of its students. As is true of the Honors curriculum as a whole, Legacy courses emphasize core skills intended to aid students in developing learning objectives and outcomes that will prepare them for graduate or professional programs as well as for positions of leadership in the private and public sector. The primary skills fostered throughout Honors to which students in all Legacy courses must be at least introduced are: critical thinking, formal writing, oral presentation, collaborative work, creative activity, and seminar participation.

CORE CURRICULUM

All Legacy courses, regardless of content, fulfill UNM's Core Curriculum requirement in the Humanities area. This classification as Humanities Core Curriculum requires that all Legacy courses meet specific standards determined by the New Mexico State Board of Education. Such standards enable us to better articulate what we do and how we do it; they also allow us to demonstrate clearly what our students have

achieved. Since most college-level teachers incorporate specific standards for grading and assessing student work into their courses, state and national standards require that we formalize what we already practice.

ASSIGNMENTS

Most Legacy instructors require that students study five to eight main texts in their courses, but instructors are welcome to include as many authors or works as they feel students can deal with comfortably during the semester. Honors also prefers that students focus on primary texts rather than secondary texts whenever possible. In addition, Honors faculty generally agree that our students gain a stronger educational experience in Legacy courses when they read complete texts, rather than excerpts. While it is often necessary for instructors to omit portions of texts, we strongly urge Legacy instructors to use complete texts as often as possible.

Honors particularly encourages instructors to include works by under-represented groups in their Legacy syllabi. While Legacy courses feature texts viewed as foundational for the development of western culture, we urge instructors to expand readings wherever possible to include works by women, people of color, and other less represented groups. We consider it important that our students be exposed to a wide range of ideas, from both traditional and non-traditional bodies of works.

Regarding graded assignments, Honors expects that students in Legacy courses will perform rigorous and thorough work to pass the course. However, Honors assignments typically emphasize quality over quantity. In general, we expect Honors students to accomplish better work than their non-Honors peers, but that does not mean we expect more work from them.

While assignments will vary depending on the course subject and the instructor's pedagogical style, Legacy courses generally ask that students perform work in the six skills fundamental to the Honors curriculum: critical thinking, formal writing, oral presentation, collaborative work, creative activity, and seminar participation. Because the Legacy courses are designed to introduce students to the kind of work Honors emphasizes, it is expected that students be exposed to all six of these skills in some way as part of their Legacy experience.

LOBO READING EXPERIENCE: ENRIQUE'S JOURNEY

The Legacy program will participate in the Lobo Reading Experience this year. This year's text is Sonia Nazario's *Enrique's Journey*. All Legacy instructors are asked to integrate this book into the reading list for their courses.

OUTCOMES

According to the National Institute for Learning Outcomes Assessment, Student Learning Outcomes (SLOs) "clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education." To support good pedagogical practice, state standards require that all Core Curriculum courses across UNM have some SLOs in common and the Legacy courses are no exception. Here are the SLOs for Legacy courses as of 2015:

Legacy SLOs (2015)

Once students successfully complete this course, they will:

1. Analyze, critically interpret, and evaluate primary works within the humanities.

2. Evaluate how some key works in the humanities reflect either a historical period or national, cultural, ethnic, or gender issues.
3. Compare how these key works invoke shared human experiences that may relate to readers and the world today.
4. Construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.

The Legacy SLOs are part of a larger scheme; they are tied to the Honors College Program Level Student Learning Outcomes (hereafter, Honors College Outcomes), which are as follows:

Honors College Outcomes (2015)

The Honors College is committed to an interdisciplinary curriculum that allows and encourages students to:

1. Demonstrate effective written communication.
2. Demonstrate effective oral communication.
3. Apply critical and creative thinking to complex problems and topics.
4. Adapt to new environments and developing technologies.
5. Create work that integrates knowledge and skills from different disciplines to complex problems or topics.

As part of our university accreditation, the Honors College must assess student learning by determining whether we are meeting these outcomes. Of course, faculty are already evaluating their own courses every semester. But we must also evaluate learning at each level of the program, including the 100-level Legacy courses. We do this by measuring student responses to common assignments against a common set of criteria which are based on mandated outcomes. Many of these outcomes will be measured through a pre- and post-test of Honors students at the beginning of their Honors careers and at the end. Thus, Legacy courses play a crucial role in the assessment process. The expectation is that students will be introduced to these concepts in lower level classes and the Honors College Outcomes will be reinforced as students progress through the program, with the goal of students achieving mastery of the outcomes in 400-level courses.

These Honors College Outcomes must form the central mission of all Legacy curricula. Instructors are free to add any additional outcomes they wish for their own Legacy courses, but all Legacy instructors must include the four Legacy SLOs in all of their course proposals, in the overall design of their courses, and in the syllabi they give to their Legacy students.

ASSESSMENT

Common Assessment Assignments are crucial to the Honors College assessment plan; they form the first step in a process that culminates in students' Senior Exit packet. Assessment is a crucial activity for the College, and we welcome any comments and questions faculty might have. If you have questions, contact Sarita Cargas (Honors Assessment Coordinator) or Renée Faubion (Legacy Faculty Coordinator).

Assessment Assignments

In addition to maintaining common outcomes across all Legacy courses, Legacy faculty are also required to perform three assessments over the course of the semester. Please note the following regarding these assignments:

- For purposes of reporting back to the assessment coordinator, each group of assignments must be evaluated according to the specified rubric, and that rubric may not be changed. (However, in giving feedback to your students on an assignment, you may of course do so in whatever way you choose.)
- In reporting your findings for a set of assessment assignments, please submit a separate tally sheet for *each section* of Legacy you are teaching indicating how many students completed each requirement at each skill level on the relevant rubric. (For example, in the rubric for the concept questionnaire, we will need to know how many students did not understand the concept of an academic discipline, how many did understand it, and how many demonstrated a sophisticated level of understanding of that term.) You may email that sheet to Renée Faubion (sanren@unm.edu) or submit it to her as a hard copy.
- In reporting your findings for a set of assessment assignments, please submit three sample papers (ideally, one excellent, one acceptable, and one weak) to Renée Faubion for *each section* of Legacy you are teaching. Again, you may email these documents to her (sanren@unm.edu) or submit them as hard copies. (Incidentally, we do not need students' names on these assignments.)

More details on each of the three assignments follow.

Assessment #1: The Concept Questionnaire

Early in the semester, ideally the first week of class, please print out the prompt and questions below and distribute them to your students.

Please respond to the three questions below. By the end of your Honors College education, you will have reflected on these ideas, perhaps at length. For today, though, just share your initial thoughts, even if they are vague at this point.

1. Describe the elements of an academic discipline (i.e. what are some of those characteristics that they all have?).
2. What does “interdisciplinary” mean?
3. How might you integrate disciplines?

It is recommended that faculty give students class time to respond to these questions and that they do not discuss them with students beforehand, as we are looking for a diagnostic baseline from this assignment—an indication of what students do or don't know when they enter the college. (Juicy discussions may be had after you collect the questionnaire, though!)

Please use the rubric for **Assessment #1** in evaluating these concept questionnaires. Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

Info for Legacy Faculty:

Below are some notes regarding scholarship on the three topics above. None of the concepts enjoys a universally accepted definition; however, there is significant agreement regarding the characteristics associated with each term.

Discipline:

Several scholars maintain that there are three criteria for a discipline: an identifiable field of study; a body of knowledge associated with the field of study; and a community of scholars (Holley). Newell and Green explain that disciplines have also been defined by their subject matter (e.g. the past), their method (participant-observer), their perspective (e.g. the economic man), or the questions they ask (e.g. philosophic). Repko's definition: "a discipline is a particular branch ... of knowledge whose defining elements – i.e. phenomena, assumptions, epistemology, concepts, theories, and methods – distinguish it from other knowledge formations." (4)

Interdisciplinary: It is generally contrasted with a disciplinary and multidisciplinary approach. Multidisciplinary approaches use or compare several disciplines but do not integrate those disciplines to solve a problem. Interdisciplinarity works best when the disciplines come together to inform one another in an explicit manner. This indicates that the faculty and students synthesize what they have learned from two or more disciplines. Yet, the lack of synthesis in interdisciplinary programs is a common complaint (Benson 105; Newell 117).

Integration: "The integrative part of the interdisciplinary research process involves identifying relevant disciplinary insights into the problem; evaluating ways in which these may conflict; creating or discovering the common ground concept, theory, or assumption by which the insights can be reconciled and thereby producing an interdisciplinary understanding of the problem." (Repko, 21)

A definition of **interdisciplinary studies:** "a process of answering a question, solving a problem or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession... [it] draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective." (Klein and Newell quoted in Repko)

For further information see *Interdisciplinary Research: Process and Theory*, Allen F. Repko

Assessment #2: Short Assignment on Using Multiple Disciplines

Please assign a short essay (250 to 500 words) towards the end of the semester using the following prompt or something similar: *Describe a problem or topic you were exposed to in this Legacy course and two (or more) disciplines which contribute to solving the problem or addressing the topic.*

Instructors may assign this outside of class or plan it as an in-class activity. However, if it is planned as an in-class activity, it must be typed up before turning it in to Honors. In addition, since this is a skills-based assignment designed to help us compare results early and late in the students' Honors career, instructors are not expected to prepare students for completing this assignment. Regardless of how instructors choose to include this assignment in their Legacy courses, it is essential that all students turn in this assignment before the end of the semester.

Please use the rubric for **Assessment #2** in evaluating these short essays. Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

NOTE: If it makes this process easier for you, you may simply use the rubrics for *both* Assessment #2 and Assessment #3 in conjunction with a single assignment, as long as your assignment allows you to evaluate all of the criteria on these two rubrics. (*Please don't combine the rubrics, though; we will need separate tally sheets for each, even if you use both rubrics to measure a single assignment.*)

Assessment #3: Longer Essay

Near the end of the semester, please assign an essay of your design but suitable for assessment using the common rubric. Please give the one-page tallied results to Renée Faubion. Please also email her three examples (one great, one good or acceptable, and one weak) of student responses for our archives. If you are teaching more than one Legacy, please send her one tally sheet and three samples for *each* class.

Please use the rubric for Assessment #3 in evaluating these essays. (Remember that you may apply *both* Assessment #2 and Assessment #3 to this assignment, if that works better for your class.) Then forward your tally sheet along with the three sample papers to Renée Faubion. (A quick reminder: if you are teaching more than one section of Legacy, we will need a tally sheet and sample papers from each section.)

REQUIRED LECTURES and SKILLS ACTIVITIES

Honors considers it important that students enrich their knowledge and participate in a larger scholarly community by gaining experience attending academic lectures or exhibits. Therefore, Legacy instructors are expected to require students to attend at least two lectures as part of their Legacy course. The Honors website maintains a calendar of lectures and art exhibitions that students may consult for this purpose. Lectures included in the calendar are generally free and on campus, although occasionally relevant performances or events that require payment are also included. Most Legacy instructors allow students to attend lectures/events not on the Honors calendar, as long as students get approval first from the instructor.

Dr. Troy Lovata (lovata@unm.edu) is coordinating a lecture series in Honors; while the final schedule is still being developed, lectures will be held roughly every other Thursday at 4 p.m. We are hoping that at least one of the sessions this fall will feature Sonia Nazario, who is the author of *Enrique's Journey*. Please urge your students to take advantage of events that are held in Honors to fulfill at least part of their lecture requirement. While it is up to you to determine how students verify that they have fulfilled this requirement, most Legacy instructors ask students to turn in some type of written summary for the lectures they attend.

In addition to lectures, we continue to require each Legacy student to attend workshops to strengthen their skills as writers. Dr. Sheri Karmioli (metzger@unm.edu) will lead a number of writing labs this semester specifically for Honors students. ***All Legacy students will be expected to attend at least one writing workshop before the mid-semester break.*** (If the Honors writing lab sessions are not convenient for students, they may attend a session at CAPS.) At the instructor's discretion, individual students may be required to attend a second session in the second half of the semester.) Individual instructors are free to track student attendance at these activities in any way they wish. More details on the schedule and procedures for these workshops will be made available as soon as possible.

FACULTY FORUMS

Forums for Legacy instructors are held generally two to four times each semester. These forums allow Legacy instructors to share ideas and discuss issues pertinent to Legacy courses. The goal of these forums is to provide Legacy instructors with support, discussion, and information that may aid them in their

Legacy teaching. These forums also allow us to discuss and determine any changes or revisions of the Honors Legacy curriculum. With these goals in mind, it is important that Legacy instructors plan on attending as many of these forums as possible during the semester in which they are teaching a Legacy course.

LEGACY CURRICULUM COORDINATOR

Renée Faubion is the Legacy Faculty Coordinator. Instructors with questions or problems related to Legacy courses are encouraged to contact her for assistance. Her office is Room 2A in the Honors Center and she may be reached at sanren@unm.edu or by telephone at (505) 277-3695 (office).

VISUAL/AUDIOVISUAL RESOURCES

Honors has a small library of visual and audiovisual resources available to instructors in Legacy courses. A series of slides of art from ancient cultures, collected by Lynn Biebel in the fall of 1996, is available through the Honors main office for classroom use. In addition, Honors has many DVDs, videos and cassettes for use in courses. These materials are stored in the Honors main office, where they may be checked out by instructors.

UNM Honors College
Academic Program Review

Appendix D
Tenure and Promotion Handbook



UNIVERSITY HONORS COLLEGE
OF
THE UNIVERSITY OF NEW MEXICO

PROMOTION AND TENURE
HANDBOOK

(Updated 10/12/2012)

TABLE OF CONTENTS

- 1.0 Guiding Principles for Promotion and Tenure
- 2.0 Tenure Process
 - 2.1 Teaching
 - 2.1.1 Teaching Load
 - 2.1.2 Activities and Indicators of Teaching Excellence
 - 2.2 Scholarship
 - 2.2.1 Activities and Indicators of Scholarly Achievement
 - 2.3 Service
 - 2.3.1 Examples of Service Activities
 - 2.4 Personal Characteristics
 - 2.5 Tenure and Promotion Committee
 - 2.5.1 Committee Composition
 - 2.5.2 Committee Responsibilities
 - 2.5.2.a Pre-Tenure Committee Annual Review
 - 2.5.2.b Code 3 and Code 6 Committee Responsibilities
 - 2.5.2.c Change in Probationary Status
 - 2.6 Stages in the Process
 - 2.6.1 Annual Reviews
 - 2.6.2 Code 3 or Third-year Review of Progress Toward Tenure
 - 2.6.3 Code 6 or Final Evaluation of Progress Toward Tenure
 - 2.6.4 College Review and Recommendation at mid-probationary, tenure, and/or promotion
 - 2.6.5 Portfolio Preparation
 - 2.6.5.a Description and Ordering of Portfolio Materials
- 3.0 Following Tenure: Post-tenure Review
 - 3.1 Data Collection and Annual Reviews
- 4.0 Sabbatical
- 5.0 Promotion to Full Professor
 - 5.1 Process for Promotion to Full Professor
- Appendix A: Explanation of Items Listed in Portfolio Section
- Appendix B: Sample Letter to External Reviewers
- Appendix C: Calendars
- Appendix D: Sabbatical Leave Request Guidelines

1.0 GUIDING PRINCIPLES FOR PROMOTION AND TENURE

The University of New Mexico Honors College is designed to function as a liberal arts college set within our flagship research university. The mission of the Honors College is to provide highly motivated, talented and creative undergraduates with challenging opportunities for intensive interdisciplinary, experiential and cross-cultural liberal education and for building a community of scholars. Intrinsic to the continued growth and development of programs in the Honors College are a broad range of responsibilities and an ongoing round of activities for faculty. As set forth in the UNM Faculty Handbook, the Honors College considers teaching, scholarship, service and personal characteristics to be central categories for faculty performance evaluations with regard to tenure and promotion as well

as promotion to full professor (for detailed definitions of these categories, see the UNM Faculty Handbook, Section B.1). Since the fundamental mission of the Honors College is to provide students with a high quality education, it is expected that a successful candidate will have strong ratings in all four areas.

The purpose of the tenure system is directly related to the pursuit of academic freedom and such protection requires a reciprocal relationship between the University and its faculty. The Honors College fully supports its faculty's rights to protect the dissemination of ideas through teaching and research through this process. As explained in UNM Faculty Handbook, "The academic freedom of teachers and scholars is the means by which society is protected from hindrances to the search for knowledge and from limits on the dissemination of knowledge. The system of tenure for faculty members is the preeminent means of fostering and protecting academic freedom of the faculty. The tenure system consists of rules and procedures that establish an essentially self-regulated body of scholars, researchers, and creative artists enjoying the continuity of existence and economic security within which academic freedom is both fostered and protected. The protection of academic freedom shall be extended to all members of the faculty during their terms of appointment. The tenured faculty of a university serve the institution by providing continuity to the university and to its mission of instruction, scholarly work, and service" (Section B.4.7.1).

Sections B.1, 2, 3 and 4 of the UNM Faculty Handbook (*UNM Policy on Academic Freedom and Tenure Handbook* procedures) will apply to all general tenure and promotion procedures, time deadlines, procedures for confidentiality, and appeal procedures for the Honors College.

2.0 TENURE PROCESS

According to the UNM Faculty Handbook, "Excellence in either teaching or scholarly work constitutes the chief basis for tenure and promotion" (Section B.1.2.b). For the Honors College, faculty are expected to focus primarily on undergraduate teaching. However, quality scholarship and/or creative work is also considered essential for tenure in the Honors College. In addition, a strong service record and personal characteristics normally complete and complement the faculty member's strengths in teaching and scholarship and/or creative work (UNM Faculty Handbook, Section B.1.2.b).

Normally, candidates hired as tenure-track faculty in the Honors College will be appointed at the level of assistant professor or Code 1 of the tenure process. As noted in the UNM Faculty Handbook (3.2.1) when an initial appointment commences after Dec. 31, the remainder of that academic or fiscal year is not included in this six-year period. As the UNM Faculty Handbook states, "When initial probationary appointments are made at the assistant professor level, the new assistant professor shall normally be appointed on year-to-year contracts with the assumption of a probationary period no longer than six full academic or fiscal years with a mid-probationary review in the third year" (Section B.3.2.1.a). In rare cases, and only with the approval of the candidate's Honors College tenure and promotion committee (see Section 2.5 in this handbook below), candidates may shorten the probationary time by following the procedures set forth in the UNM Faculty Handbook: "By written agreement between the appointee and the chair of the department [in this case the Associate Dean of the Honors College] and with the approval of the dean and the

Provost/VPHS, the probationary period may be reduced below these maximum periods. When the probationary period is reduced below the maximum periods by agreement, the agreement will identify specific times for the mid-probationary and tenure reviews. If the probationary period is established to be two years or less, there shall be no mid-probationary review. The duration of the probationary period will not be extended beyond six full academic or fiscal years. However, if a faculty member goes on leave of absence without pay, family leave or paid medical leave for a semester or more during a year of probationary service, the probationary period will normally, upon timely request of the probationary faculty member, be suspended for the duration of the leave, and subsequent mid-probationary and tenure reviews will be one full year later. A faculty member shall be reviewed for tenure only once” (Section B.3.2.1.b).

2.1 Teaching

In the Honors College, the evaluation of teaching is the most important measure of candidates’ appropriate progress toward tenure and promotion. Honors College faculty take an active interest in teaching as they work together formally and informally with colleagues to create a culture with a high awareness of effective teaching. Candidates for promotion and tenure are expected to maintain high standards in teaching. In addition, the Honors College recognizes the importance of team teaching, the development of interdisciplinary and experiential courses, writing-intensive courses, and the sustained work involved in mentoring students especially seniors during their thesis year(s). For the purposes of tenure and promotion, evaluations of teaching will be both additive and cumulative, combining information over the entire probationary period of evaluation.

While faculty hired in the Honors College may have substantial prior teaching experience that allows candidates to be more effective teachers, tenure decisions will be based on teaching activities undertaken in the Honors College during the probationary period, while candidates are on the tenure clock as stated in the UNM Faculty Handbook: “Only time spent in a faculty rank in a tenure-track position shall be considered as probationary employment leading to tenure” (Section B.3.2.a).

Candidates will be expected to provide a statement on their teaching in both the third-year review portfolio and in the tenure and promotion portfolio. The statement should include a description of the candidate’s efforts to provide high quality educational experiences for Honors College students. In addition, candidates should provide examples in their portfolios of syllabi and other materials that document their teaching practices during the probationary period.

2.1.1 Teaching Load

It is expected that candidates will maintain a teaching load of four classes or the equivalent per year. Advising, direction and supervision of undergraduate Honors theses, direction or supervision of students in reading, research, internships and residencies or fellowships, mentorship in applications to graduate school, and other faculty supervision or guidance of students in recognized academic pursuits, are also considered part of the teaching load. In the case of the Honors College the amount of time spent by faculty in such mentorship activities is expected to be substantial and therefore must be considered part of the teaching load.

2.1.2 Activities and Indicators of Teaching Excellence

Materials documenting teaching activities and indicators of excellence may include:

- Student evaluations;
- Awards and prizes in recognition of teaching excellence;
- Peer and/or supervisor evaluations;
- Innovative curriculum development and pedagogical approaches;
- Participation in team teaching;
- Supervision of independent study, research, and undergraduate theses;
- Supervision of students for senior teaching and service/experiential learning projects;
- Successful grant applications in support of curriculum and pedagogical development;
- Documents recording innovative curriculum development and pedagogical approaches;
- Workshops or seminars on teaching to Honors College faculty;
- Workshops or seminars on teaching outside the Honors College;
- Guest lectures in another professor's class.

2.2 Scholarship

The Honors College recognizes that different areas of specialization have different standards for evaluation of scholarly activities. Candidates for tenure and promotion in the Honors College will be judged by standards of areas of professional specialization and/or areas in interdisciplinary fields, and evaluated in light of their actual workload and responsibilities. As described below (Section 2.5), each candidate's tenure committee will set specific standards for scholarship requirements leading to tenure.

Candidates for tenure must demonstrate that they are active and creative participants in the scholarship or artistry of their professional discipline and/or interdisciplinary studies. Successful candidates must demonstrate that they can develop new research/creative projects and bring them to an appropriate conclusion. Given the interdisciplinary nature of the Honors College, it is expected that interdisciplinary scholarship will be given the same weight in tenure considerations as discipline-specific scholarship. The Honors College recognizes that outstanding interdisciplinary scholarship may be published in various forms and venues including electronic media.

While faculty hired in the Honors College may have published scholarship and/or creative work prior to being hired that allows candidates to be more effective scholars and/or artists in their field, tenure decisions will be based on scholarship published or produced during the probationary period, while candidates are on the tenure clock.

Candidates will be expected to provide a statement on scholarship in both the Third-Year Review portfolio and in the tenure and promotion portfolio. The statement should include a description of the impact on or contribution to the scholarly record. In addition, the candidate should provide in the portfolio copies of all works of scholarship created or substantially revised during the probationary period. Scholarship will be evaluated on its overall quality and impact in the field, quantity of the applicant's publications, and venue of publication. It is important to stress quality rather than mere quantity, but a sufficient number of publications are necessary for tenure and promotion in the Honors College.

2.2.1 Activities and Indicators of Scholarly Achievement:

Materials documenting scholarly and/or creative achievements may include:

- The publication of scholarly or creative works in peer-reviewed and regionally, nationally or internationally distributed journals, including traditional and electronic formats;
- Publication of Honors articles in national refereed Honors journals, such as the *NCHC Journal* or *Honors in Practice*;
- The publication of scholarly books or textbooks;
- The publication of peer-reviewed scholarly or creative works in edited collections;
- Completed manuscripts of any of the above that have been accepted for publication;
- Exhibitions or performances of peer-reviewed creative work at the national or international level, or the curatorship of such events;
- Editorship of books accepted by contract for publication;
- Frequent citations of the candidate's work by other scholars;
- Pattern of success in obtaining significant extramural research funding through grants, awards, or fellowships;
- Editorship of a journal or book series;
- Grants, awards and prizes received in competitions for research or creative activity;
- Patent awarded;
- Presentations at professional conferences in the candidate's field or in Honors;
- Invited keynote speeches or lectures;
- Works produced or made publicly available in new formats such as digital media.

2.3 Service

Assistant professors in the Honors College normally take part in many activities related to building a strong community of scholars and active members of a broader community of citizens. Given the nature of the Honors College, which demands an extraordinary amount of service from assistant professors, the service component should play a substantial role in evaluation of tenure and promotion. Teaching and scholarship are augmented by a range of service responsibilities and activities orchestrated to enhance education: from lectures and events in the community to recruiting that takes place throughout the academic year to the full round of College and University committee work necessary to the functioning of the institution. The Honors College considers this range of service to be vital to the unique form and high quality of education in our community. Contributions of faculty in the area of service are therefore to be respected and weighed accordingly.

While faculty hired in the Honors College may have prior service record that allows them to participate more effectively in academic life and work, tenure decisions will be based on service activities during the probationary period, while candidates are on the tenure clock.

Candidates will be expected to provide a statement on service activities in both the Third-Year Review portfolio and in the tenure and promotion portfolio. The statement should include a description of service activities and their contribution to Honors, UNM in general, or regional/national arenas.

2.3.1 Examples of Service Activities

Service may include, but is not limited to, the following activities. Depending on the individual circumstances and Honors College assignments, some of these activities may count as teaching rather than service (such as College Forum talks, guest lectures, etc.).

- Service on Honors College committees;
- Service on UNM committees;
- Participating in service activities locally, regionally and/or nationally;
- Participating in professional organizations;
- Advising/assisting student organizations;
- Participating in University governance committees (including but not limited to University Faculty Senate, Faculty Senate Committees, etc.);
- Participating in recruitment activities, such as meeting with visiting students/parents/counselors, participating in recruitment fairs such as UNM Hispanic Day, and participating in UNM's New Student Orientation;
- Participating in Honors College fundraising activities;
- Elected or appointed offices in professional associations;

As in other areas, the tenure and promotion committee will take into account both the quality and quantity of service activities in deciding the overall rating. For example, acting as Chair on a committee (or serving on a particularly labor-intensive committee) will be given more weight.

2.4 Personal characteristics

According to the UNM Faculty Handbook personal characteristics constitute “intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be demonstrated collegiality and interactional skills so that an individual can work harmoniously with others while maintaining independence of thought and action. Attention shall also be given to an individual’s moral stature and ethical behavior, for they are fundamental to a faculty member’s impact on [the Honors College and] the University. Information used in the objective appraisal of personal traits may be acquired from peer evaluations (e.g., letters of recommendation for new appointees, or written evaluations prepared by colleagues for promotions or for other departmental reviews)” (Section B.1.2.4).

The Honors College strives to create a collegial atmosphere to facilitate teaching and research. Collegiality, therefore, plays an important role in the promotion and tenure process. However, collegiality is not congeniality; it is a quality manifested in one’s willingness to serve on committees, to provide guidance and support to colleagues and to engage constructively in the collective work of the College, as well as being open to mentorship by senior faculty during the probationary years of the tenure track process or leading to full professor promotion in the case of associate professors.

2.5 Tenure and Promotion Committee

The interdisciplinary nature of Honors College faculty appointments requires that assistant professors meet criteria for excellence in terms of nationally accepted Honors standards as well as typical disciplinary practices. To assist, mentor and evaluate the tenure progress of candidates according to both Honors and disciplinary standards, assistant professors in the Honors College will work with the Associate Dean to construct a committee of UNM tenured faculty members. These committees will work with individual candidates to insure that the tenure process meets all the guidelines set forth in this Honors College Faculty Handbook as well as the UNM Faculty Handbook (especially section 4).

2.5.1 Committee Composition

Since assistant professors in the Honors College have different areas of specialization, a tenure and promotion committee will be established for each faculty member on tenure track. These tenure and promotion committees will consist of: the Associate Dean of the Honors College, who will serve in the capacity of a department chair; with 2 tenured faculty members from departments outside the Honors College, who will evaluate the disciplinary scholarly and/or creative interests of the faculty member; and at least 2 (and preferably 3) tenured faculty in the Honors College. For all tenure and promotion committees, the number of tenured Honors College faculty will at least match, and preferably exceed, the number of discipline-based faculty serving on the committee. The number of discipline-based members of any Honors College tenure and promotion committee may not exceed the number of Honors College faculty.

2.5.2 Committee Responsibilities

During the first year of a candidate's appointment, the Honors College Associate Dean will meet with potential tenure and promotion committee members, review the guidelines outlined in the Honors College Tenure and Promotion Handbook, and request their assistance in the process. During the probationary period, **members of tenure and promotion committees will meet as a group with the candidate at least once a year** and individually mentor the assistant professor between meetings. Mentoring is a process through which an assistant professor receives guidance and support for successful career enhancement and professional advancement. **It is the responsibility of the candidate, and not members of the committee, to arrange all annual meetings, and to ask for individual meetings as needed.** In addition, individual committee members will write; annual evaluations of the candidate's progress toward tenure; third-year evaluations in the Code 3 year; and final recommendations in the Code 6 year. These evaluations will be included in the candidate's portfolio.

2.5.2.a Pre-Tenure Committee Annual Review

Members of tenure and promotion committees will evaluate the faculty member in the areas of teaching, scholarship and service. Each committee member will forward a written review to the Associate Dean of the Honors College, who in turn, will write an overall evaluation that includes the substantive remarks of the committee. These annual reviews will be submitted by committee members to the Associate Dean no later than April 25 of Code 1-5 years. The Associate Dean's overall evaluation will be made available to the candidate who will then sign it, and it will be sent to the Dean of the Honors College. The tenure and promotion decision legitimately may consider the degree to which the candidate's teaching, scholarship and/or other creative activities establish a cumulative body of scholarly work. Tenure and promotion decisions may look at patterns of activity that are not evaluated annually. Therefore, Honors College annual reviews will be considered in terms of both the annual and the cumulative pattern of the candidate's accomplishments. The evaluation for promotion and tenure is not based on a simple numerical averaging of annual reports, but reflects progress over several years. Such decisions may consider efforts toward and rates of improvement in instructional performance. They may also consider how each year's accomplishments are related to the previous year's activities. For more details on pre-tenure annual reviews, see section 2.6.1 in "Stages in the process" below.

2.5.2.b Code 3 and Code 6 Committee Responsibilities

For both the Code 3 and Code 6 years in the tenure process, each member of the committee will review the candidate's tenure portfolio and write a letter to the Associate Dean evaluating the candidate's progress towards tenure that takes the candidate's record and all relevant criteria into consideration. This letter will include a rating of excellent, good, satisfactory, or unsatisfactory for each area. These evaluations will be kept confidential, but the Associate Dean will include these letters in the candidate's tenure portfolio. For the Code 3 evaluations, these letters will also include (if necessary) specific suggestions about what the candidate needs to do to be recommended for tenure. In addition, the Associate Dean will summarize the letters from the committee members and give this summary to the candidate as well as include it in the Code 3 portfolio.

At the end of the Code 5 year, the tenure and promotion committee will provide the Associate Dean with names, brief descriptions of credentials, and addresses of 10 potential external reviewers. All potential external reviewers must be tenured faculty at schools other than UNM. For more details on Code 3 and Code 6, see sections 2.6.2 and 2.6.3 in "Stages in the process" below.

2.5.2.c Change in Probationary Status

If an assistant professor wishes to come up for tenure and promotion earlier than the normal maximum probationary time of six years, it is the candidate's responsibility to request that the tenure and promotion committee evaluate his/her progress and make a decision about the request. If the tenure and promotion committee approves the candidate's request, then the candidate will work with the Associate Dean of the Honors College to request that the Honors College Dean and the Provost approve a reduction in the probationary period as explained in the UNM Faculty Handbook (Section B.3.2.1.b). Once set, the tenure time clock continues without interruption. If the candidate's tenure and promotion committee denies the request for an early decision on tenure and promotion, then the committee's decision is final and the candidate may not request a change in probationary status until the next academic year.

2.6 Stages in the Process

2.6.1 Annual Reviews

Each faculty member's annual evaluation will be based on performance in the areas of teaching, scholarship and service. The faculty member is responsible for updating his or her curriculum vitae and including copies of the work accomplished that year in the annual portfolio. The annual portfolio will be made available to each of the candidate's committee members in a timely manner that will allow sufficient time to assess materials carefully before the deadline for individual letters to be submitted to the Associate Dean on April 25.

2.6.2 Code 3 or Third-year Review of Progress Toward Tenure

The Third-Year Review will be completed in the spring term of the faculty member's third year of employment. Materials must be presented to the Deputy Provost by the second Friday of February. This evaluation carried out mid-way in the probationary period has a different and more specific timetable than annual reviews. The decision, which is reached by the tenure and promotion committee, the Honors College faculty, the Honors College Associate Dean, the Honors College Dean, the Deputy Provost, and the Provost, is either to

continue the faculty member into the second three-year portion of the probationary period or, instead, to offer a terminal one-year contract.

The intent of the mid-probationary evaluation is to provide a careful check of progress toward the forthcoming tenure decision. This evaluation will give the faculty member a clear picture of the performance levels by which she or he is to be judged and offer the opportunity to correct deficiencies in the second half of the probationary period.

The Code 3 evaluation also provides the College with an opportunity to examine its own needs for flexibility, in that it is possible to offer only a one-year contract to a faculty member deemed meritorious, but for whom the University anticipates no further need because of changing academic circumstances. This decision must be made and communicated to the faculty member by June 30 of the third year of service.

The Code 3 evaluation is carried out essentially as described for ordinary annual review. The areas of teaching, scholarship and/or creative projects, and service are analyzed. The Associate Dean's statement, which is based on the tenure and promotion committee's review, is forwarded to the Dean along with the candidate's portfolio. The Dean forwards the materials to the Deputy Provost and then the Provost. The Associate Dean will outline the strengths and weaknesses revealed by the evaluation process, and should indicate the expectations which must be met before tenure will be awarded. This document must be straightforward in noting that meeting these minimal expectations does not guarantee a positive later tenure decision.

The candidate will assemble the Third-Year Review portfolio containing all of the materials required in the Honors College tenure portfolio. However, letters of reference from reviewers outside the Honors College are optional.

The Associate Dean of the Honors College will summarize the letters from tenure and promotion committee members and provide a copy to the candidate. The candidate will be given the opportunity to respond in writing to the letter and narrative account. All materials in the portfolio will be submitted to the Associate Dean who will compose a summary evaluation of the file evaluating the candidate's progress toward tenure and forward it to the Dean. The Associate Dean and the candidate will meet to discuss the evaluation and sign final versions of Third-Year Review materials. A copy of all third-year materials will go into the candidate's file.

2.6.3 Code 6 or Final Evaluation of Progress Toward Tenure

To assist in the evaluation of a candidate's portfolio, the Honors College, like other units of the University, uses letters of evaluation from both within and outside of the University. At least eight and preferably 10 letters, must come from evaluators who are outside the University. Other letters will be solicited from University colleagues. These letters will be expected to address the entire portfolio and more specifically the candidate's contributions to the UNM community.

The candidate will prepare a portfolio as described in Section 2.6.5 below. The tenure and promotion committee and the candidate will submit potential external reviewers to the Honors College Associate Dean. The tenure and promotion committee will submit at least

ten names of potential external reviewers and the candidate will submit at least another ten names of potential external reviewers. The Associate Dean will solicit at minimum ten external reviews of the candidate's scholarship as described in the section on scholarship.

Members of the tenure and promotion committee will review the candidate's completed portfolio including the letters of recommendation from external reviewers as well as those from other departments or programs within the University. The committee will meet to vote on the tenure and promotion decision.

2.6.4 College Review and Recommendation at Mid-probationary, Tenure, and/or Promotion

In addition to the vote by the tenure committee, all tenured members of the Honors College "are expected to submit written evaluations of the candidate and indicate either a positive or negative mid-probationary, tenure, and/or promotion recommendation," as specified in the UNM Faculty Handbook (Section B.4.3.1).

2.6.5 Portfolio Preparation

Candidates' portfolios will include the materials outlined below for the preparation of tenure and promotion portfolios. All participating parties are encouraged to review the UNM Faculty Handbook to be certain of compliance.

For both the Code 3 and Code 6 stages of the tenure process, candidates will prepare a portfolio containing materials organized in the order listed below, with indexed separations. Many candidates prefer using a cardboard box or plastic container with hanging file folders rather than a loose-leaf binder, especially if they will be including books and other bulky materials. The label on the portfolio should have: the candidate's name; Honors College; the nature of the application (e.g. "tenure and promotion to Associate Professor"). When appropriate, the portfolio may include material that requires viewing or listening. If A/V equipment is necessary, please be sure to indicate this on the label.

Any portfolio delivered to Academic Affairs that fails to meet stated requirements will NOT be accepted for consideration.

2.6.5.a Description and Order of Portfolio Materials

Additional descriptions of some of the items listed below appears in Appendix A.

Part A: College/College recommendations

1. UNM signature form;
2. Associate Dean's recommendation letter;
3. Dean's recommendation letter;
4. A copy of the candidate's mid-probationary review(s);
5. Summary of the candidate's yearly evaluations.

Part B: Materials reviewed by the Tenure and Promotion Committee

1. CV: Complete and in discipline-appropriate format;
2. Expanded Statement of Goals: Candidate's expanded statement of professional achievements and future goals in teaching, scholarship, and service (also will be sent to outside reviewers);

3. Teaching Materials:

- a. List of courses taught: All courses taught during the probationary period and the semester each course was taught. In addition to regular Honors College seminars, this list should include: Individual Study courses taught by candidates; undergraduate Honors College thesis projects directed by candidates; senior teaching projects taught by candidates; and experiential lab courses;
- b. Summary of teaching evaluations (UNM approved instruments, e.g. IDEA): Candidates will include a summary of the results of the student evaluations (IDEA forms) for every course they have taught during the probationary period. These summaries must include a list of each course and its Adjusted average under the "Your Average Scores" section of the IDEA results summary for these areas: A. Progress on Relevant Objectives, B. Excellent Teacher, and C. Excellent Course. In addition, candidates must include copies of the entire IDEA for each course;
- c. Peer evaluations of teaching: Candidates are required to include in their portfolios at least four teaching evaluations prior to completion of Code 3 and at least three during the remainder of the probationary period. These peer evaluations must have been submitted to both the Honors College Associate Dean and to the candidate and are expected to have played an important role in annual reviews leading up to tenure.

4. Research/Scholarship Materials:

- a. List of external reviewers;
- b. Sample letter sent to external reviewers;
- c. Letters received from external reviewers.

5. List of Service Activities;

6. Evaluations by Honors College faculty;

7. List of supplemental materials (All documents and materials in this section have been provided by the candidate to the Associate Dean. This list should be signed by the Associate Dean, indicating that all items have been received and placed in the file.)

Part C: Promotion and Tenure Committee Evaluation

1. Summary of Tenure and Promotion Committee vote.

Part D: Supplemental Materials (Many items that could be included in the supplemental materials are considered optional. In most cases the candidates will suggest what is to be included and will provide this material after consultation with the Tenure and Promotion Committee)

1. Examples of Teaching Practices: Materials may include course syllabi, sample assignments, teaching awards, materials demonstrating teaching style and creativity, student comments received on UNM approved teaching evaluation forms, gratitude of students and professional colleagues;
2. Examples of Scholarship/Creative Works: Materials may include books, articles, short creative works, book chapters, conference papers, invited lectures, research grants, reviews of grant proposals or published/in process manuscripts, contracts for future publications, gratitude of students and professional colleagues;
3. Examples of Service Activities: documents relating to service activities prepared by candidate, letters describing contributions to community, awarding of prizes, gratitude of students and professional colleagues;
4. Other materials relevant to substantiate teaching, scholarship, and service.

3.0 FOLLOWING TENURE: POST-TENURE REVIEW

The Board of Regents of the University of New Mexico adopted the post-tenure review policy in 1996. The policy applies to all tenured faculty members at the University. The policy states that a tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal. The purpose of the UNM post-tenure review is to determine levels of performance efficiently, equitably, and to encourage and promote professional development. Post-tenure review is in conformity with tenure rights expressed in the UNM Faculty Handbook (Section B).

3.1 Data Collection and Annual Reviews

Biographical updates and other pertinent information are to be provided by the faculty member to the Honors College Associate Dean. Based on this information, the Associate Dean will submit in writing a description and critique of performance during the past year to the Dean. A copy will be made available to the faculty member. It is desirable that the Associate Dean meet with the faculty member to discuss the critique of performance.

4.0 SABBATICAL

The principle of sabbatical leave has been approved by the Faculty and the Regents of the University as a basic policy. Its main purpose is to encourage professional growth and increased competence among faculty members by subsidizing significant research, creative work or some other program of study which is judged to be of equivalent value. The Honors College follows the procedures for implementing sabbatical leave policy as established by Academic Affairs.

5.0 PROMOTION TO FULL PROFESSOR

Full professors are the most enduring group of faculty, and it is they who give leadership and set the tone for the entire University. Thus, appointment or promotion should be made only after careful investigation of the candidate's accomplishments in teaching, scholarly work, and leadership. Appointment or promotion to Professor represents a judgment on the part of the Honors College and University that the individual has made significant, nationally recognized scholarly or creative contributions to his or her field and an expectation that the individual will continue to do so.

Qualifications for promotion to the rank of full professor include attainment of high standards in teaching, scholarly work, and service to the University or profession. In keeping with the interdisciplinary curriculum, the Honors College will recognize teaching and scholarship contributing to traditional disciplinary as well as innovative interdisciplinary areas as part of the record for promotion to full professor. Criteria for evaluation will include those indicated in this document for promotion to associate professor, as well as further accomplishments contributing to the candidate's standing in appropriate academic communities.

As stated earlier, the fundamental mission of the Honors College is to provide high-achieving undergraduate students with a quality individualized education. Faculty members in the Honors College take an active interest in teaching as they work together formally and informally. The Honors College recognizes the importance of team teaching, the development of interdisciplinary courses, writing-intensive courses, and the sustained work

involved in mentoring seniors during their thesis year. These teaching activities will continue to be the most important and heavily weighted component when evaluating a candidate's promotion to full professor, although candidates must also continue to be effective in the areas of scholarship, service and personal characteristics, as described in the UNM Faculty Handbook. However, service in a given rank for any number of years is not in itself a sufficient reason for promotion to professor (UNM Faculty Handbook B.4.8.3).

Promotion to full professor indicates that the faculty member is of comparable scholarly stature with others in his or her field at the same rank in comparable university settings, i.e., other colleges and universities where teaching of high-achieving undergraduates is the stated mission, and where faculty do not have access to, or mentor graduate students in a specific discipline.

5.1 Process for Promotion to Full Professor

The Honors College recognizes the special need our faculty have for mentorship to the rank of full professor. For this reason, associate professors are encouraged to develop mentor relationship(s) with appropriate faculty on campus and senior faculty within the Honors College as part of their process toward promotion to full professor. At least one senior faculty member will be assigned to new associate professors to act as mentors until they are able to assemble a promotion committee and proceed to promotion to full professor.

The final process of promotion to full professor begins in the fall semester a year in advance of the request by an associate professor for consideration for review of advancement in rank by the Honors Associate Dean. While it is the intention of the Honors College to create promotion committees populated with senior Honors Faculty, that is not yet possible. For this reason, the Associate Dean, in consultation with the candidate's mentor and the candidate will convene a promotion committee. This committee will be composed of Honors full professors as well as other full professors from relevant departments on campus in the year before the candidate wishes to come up. This committee structure will continue until such time as there are a sufficient number of full professors in Honors.

5.2 The Promotion Packet and External Review

The promotion packet will mirror the portfolio required for tenure and described elsewhere in this document. The process for external review of scholarly materials will also parallel that outlined for tenure, except that a minimum of 10 outside reviewers will be required. The promotion committee will have the same duties in carrying out this process outlined in the tenure section of this document. Following the vote of the promotion committee, all Honors full professors will also vote on the candidate's promotion. All of these materials will be included in the portfolio by the Associate Dean.

APPENDIX A

FURTHER EXPLANATION OF ITEMS LISTED IN PORTFOLIO SECTION

1. UP-TO-DATE CV with sequentially numbered pages. In that section of the CV devoted to Research and Other Creative Activity, please provide complete citations. On the CV, categorize scholarship as follows unless the nature of the scholarly activity requires additional categories:

Refereed Works

Books

Authored

Chapters in Books

Edited

Shorter Research and Honors Works

International

National

State

Local

Conference Papers (indicate whether or not refereed on basis of abstract full paper and if the paper resulted in publication)

Competitive Grants

Patents

Non-Refereed Works

2. INSTRUCTION: classroom teaching, dissertation/thesis committees, senior projects, advising of student clubs; curriculum and course development; peer evaluation; professional development of teaching; other documentable contributions to the quality of instruction at the University or in the profession. Provide this information for the entire period under consideration for promotion to Associate Professor and tenure; applications for promotion to Professor should provide the information for the period since promotion to Associate Professor. Provide the information in the following order.

A. Teaching and/or advising awards. Explain the nature of the selection process.

B. Quantitative data on teaching (At a minimum, for the years that the candidate has been employed in the College). Scores on evaluation should be compared to appropriate summary statistics.

C. Peer evaluations.

D. Advising and Mentoring.

3. SCHOLARSHIP, RESEARCH AND/OR OTHER CREATIVE ACTIVITY

This section is an annotated version of the parallel section of the candidate's vita. It should provide detailed information on each published or public work including, if appropriate, presentations at conferences and symposia. This information should permit a colleague outside of the candidate's field to evaluate the candidate's accomplishments in his or her discipline(s). For all publications, the candidate should explain the type of refereeing used (e.g., blind peer review; reviewed by an editorial board; solicited by the editor); the type of journal or press (e.g., "The official publication of the National Collegiate Honors Council." For creative activities, the candidate should provide information on the significance of the venue or exhibition in which the work appeared. This information should be sufficiently detailed to permit an out-of-discipline colleague to evaluate the significance of the

performance or other creative activity.

Complete information must be provided on all publications, including page numbers and publication dates. If any work has multiple authors, the candidate should explain his or her role (e.g., co-author, senior author). This is particularly important in those disciplines in which it is necessary to establish one's self as an independent scholar or researcher prior to tenure and promotion.

Include critical reviews of your work, if they exist.
Include letters of acceptance for any forthcoming work.

4. SERVICE/ADMINISTRATIVE ACTIVITIES

This section is a narrative with additional information about service/administrative activities. This narrative should explain each activity, if it is not clear from the CV. If possible, this narrative section should refer to evidence of the quality of the candidate's work. This is particularly important if service and/or administration were a significant part of the candidate's assignment.

5. LETTERS OF EVALUATION addressed to the Associate Dean of the Honors College

A. At a minimum, eight, and preferably ten letters from reviewers outside this University chosen by the candidate and the tenure and promotion committee. These should be letters from independent experts in the field who can evaluate the faculty member's work; letters from co-authors, dissertation advisors, and personal friends generally are not appropriate. The Associate Dean's letter should request a brief summary of each referee's credentials; this should be appended to the letter from the outside evaluator.

B. At a minimum, three letters from colleagues within the University. While these letters may evaluate all aspects of the candidate's contributions, they should especially evaluate the quality of the candidate's service to the institution. Letters from junior colleagues in one's department/college are rarely appropriate.

C. Only letters solicited by the Associate Dean are to be included.

6. ASSOCIATE DEAN'S LETTER, a copy of which is to be sent to the faculty member and is to include:

A. For tenure and promotion—the numerical results of the poll by secret ballot by the tenure and promotion committee.

B. The Associate Dean's recommendation (a clear statement of support or non-support).

C. A detailed analysis and evaluation of the work of the faculty member to include teaching, scholarship and/or creative projects, and service.

7. DEAN'S LETTER must include a clear statement of support or non-support for tenure and promotion.

APPENDIX B
SAMPLE LETTER TO EXTERNAL REVIEWERS

Dear:

Thank you for agreeing to evaluate _____'s scholarly activity for inclusion in his/her portfolio for promotion and tenure at the University of New Mexico.

Currently, _____ is an untenured Assistant Professor in the University of New Mexico's Honors College. The Honors College is a university-wide, interdisciplinary studies College for high-achieving undergraduates at the University of New Mexico. Although we value research, particularly as it informs our teaching, we do place a high value on teaching itself. You will find that some of _____'s work has been in the area of teaching.

Enclosed are copies of _____'s publications along with a copy of the "Promotion and Tenure Guidelines of the UNM Honors College." In your evaluation of his/her scholarly production, we ask that you comment on the quality of his/her research and the contribution to the field of study.

(The Associate Dean may add information here regarding the specific nature of the candidate's work in Honors, e.g., "Although Dr. XYZ is a biologist, her work as a full-time faculty member in the Honors College is different than a biologist working in a biology department. She does not, for example, have access to her own laboratory, nor does she work primarily with biology majors).

We will be forwarding _____'s promotion tenure portfolio to the Deputy Provost's office in early spring, so we would appreciate receiving your letter of evaluation by the first of November. Please send an abbreviated copy of your CV to include in the tenure portfolio along with your letter.

We realize that it takes considerable effort to evaluate a candidate's scholarly record, and we would like to thank you for your time and consideration. If you have any questions, please do not hesitate to give me a call.

Sincerely,

Rosalie C. Otero, Ph.D.
Associate Dean

Enclosures

APPENDIX C CALENDARS

ANNUAL REVIEWS

Candidate submits updated CV and materials to Tenure and Promotion Committee and Associate Dean April 5

Tenure and Promotion Committee submits the annual review to Associate Dean/Honors Associate Dean April 25

Associate Dean/Honors Associate Dean forwards summary letter to Dean May 1

CODE 3 (MID-PROBATIONARY) REVIEW

Portfolio ready for review December 1

Tenure and Promotion Committee letters of recommendation/review to Associate Dean by January 30

Portfolio and report to Dean February 10

Portfolio to Deputy Provost February 25

Letter to candidate from Provost June 30

FOR TENURE AND PROMOTION

External Reviewers (name, addresses, email, phone) August 10

Associate Dean sends email requests to potential reviewers

Packet to be sent to External Reviewers September 10

Deadline for External Reviewers is November 10

Portfolio ready for review November 30

Email to Tenure and Promotion Committee reminding them that portfolio is ready for their review

Tenure and Promotion Committee meeting January 10 (if needed)

Tenure and Promotion Committee letters of recommendation/review to Associate Dean by January 30

Portfolio to Dean February 10

Portfolio to Deputy Provost February 25

Letter to candidate from Provost June 30

APPENDIX D
SABBATICAL LEAVE REQUEST GUIDELINES

Packets Must Contain Both:

1. An original
2. A duplicate set of information, and
3. Must consist of the following sections (insert colored paper between sections):

Section I. Request for Sabbatical Leave Form

A completed "Request for Sabbatical Leave Form" signed by the faculty member and Associate Dean and forwarded to the dean.

Section II. Associate Dean's Memo

A memo from the Honors College Associate Dean which states that the Associate Dean has consulted with the faculty member regarding the coverage of duties during the faculty member's absence.

Section III. Sabbatical Leave Proposal

Generally 3 to 5 pages long, the proposal provides specific information about activities to be achieved during the sabbatical period.

- a. Title of project
- b. Dates of sabbatical request: Semester I (fall) or Semester II (spring) or both.
- c. Where and when the project will be completed.
- d. Detailed description of the project, including statement of purpose and the expected results of the project. (When applicable the description should include travel plans; planned participation in professional activities such as conferences, symposia or educational Colleges; and if the project depends on external funding, a brief statement about funding sources and availability.)
- e. Explanation of how sabbatical leave will promote completion of project.
- f. Benefits of the sabbatical leave to the Honors College.

Section IV. Supporting Materials

An outline by the faculty member, in consultation with the Associate Dean, how the faculty member's teaching responsibilities, service activities, and committee duties will be covered during the leave period.

Section VI. Previous Five-Year Workload Report

A workload report written by the faculty member which states how the plan relates to the individuals teaching/research/service duties in the five years preceding the request.

- a. Dates of last sabbatical.
- b. Statement of work completed since last sabbatical.
- c. Report of courses taught on the preceding five years.

d. Report of other professional and relevant duties in the preceding five years.

Section VII. Letter of Invitation/Confirmation

If applicable, a letter of invitation/confirmation from the person with whom the faculty member will be working.

Section VIII. Current CV

The faculty member's current curriculum vitae.

Section IX. Sabbatical Report

Upon returning to the University after a sabbatical, the faculty member must submit promptly a sabbatical report to the Deputy Provost with copies to the Associate Dean and the Dean a full report of the research, creative work, publication or other results of the period of leave. Further information is outlined in the *Faculty Handbook* as Policy C200.

UNM Honors College
Academic Program Review

Appendix E
NISF Report

2014-2015 AY Report

The Center for Academic Excellence & Leadership Development (CAELD) provides opportunities and services to enhance the academic, personal, and professional development of high-achieving students at UNM. The CAELD moved under the Honors College during the Fall 2014 semester to better network with students and faculty in the college. This move benefits Honors College students to discover and utilize the services as well as CAELD to identify future candidates for prestigious scholarships in the early stage of their college years.

Scholarship Recognitions (<http://nisf.unm.edu/our-scholars/2015.html>)

- 2015 Marshall Scholarship Recipient – Ryan Roco
- Marshall Scholarship Finalist – Sergio Gonzales
- 2015 Goldwater Scholarship Recipient – Gregory Ottino
- 2015 Udall Scholarship Recipient – Bridget Llanes
- 2015 Fulbright Scholarship Recipient – Anna Adams, Caroline Muraida, & William Taylor
- Truman Scholarship Finalist – Jessica Platero
- 2015 Critical Language Scholarship Recipients – Hunter Thompson & Erin Bush
- 2015 Summer Gilman Scholarship Recipient – Qassem Omkulthoom

Scholarship Nominees Reception

CAELD held a reception each semester to recognize UNM nominees who were selected among UNM students to apply prestigious scholarships. Nominees, their family members, their mentors, UNM selection committees, and UNM administrators were invited.

- Goldwater/Udall/Truman/Fulbright Nominees reception (2/24/2015) – 97 attendees
- UK Scholarship Nominees Reception (10/24/2014) – 24 attendees

Scholarship Recruitment/Application

CAELD provided multiple information sessions for high-achieving UNM students to promote the nationally competitive scholarships.

	Information Session	Applicants
Truman Scholarship	53 (34% decrease)	15 (50% decrease)
Goldwater Scholarship	39 (70% increase)	13 (84% increase)
Udall Scholarship	30 (230% increase)	10 (100% decrease)
Gates Cambridge Scholarship	45 (5% increase)	
Fulbright Scholarship	43	10
UK Scholarship	36 (62 % decrease)	9 (52% decrease)

CAELD Orientation

- Incoming freshmen added to CAELD: 109 || Total CAELD members: 522
- CAELD Orientation 8/14 & 8/15
 - Added 549 students to the CAELD listserv
 - Provided two interest sessions during ExceedU 8/14-15
 - **92 attendees, 13 No-shows**

	Student #	%
Native American	1	1%
Asian-Pacific Islander	14	13%
Hispanic	27	26%
White Non-Hispanic	55	52%
Unknown	8	8%
Total	105	100%

Mellon Mays Undergraduate Fellowship

- Mellon Foundation provided \$420,000 for implementing UNM MMUF program to identify and mentor a group of undergraduate students who aspire to pursue a career in academia
- Successfully instigated the program with 12 advisory board members in February 2015
- Selected five cohort of 2015-2017 April 2015

Shared Knowledge Conference April 23-24, 2015

Participated as a committee and a sponsor to promote undergraduate students participation

- Individual Oral Presentations - 108 submissions
94 UNM, 12 NMSU, 1 Texas Tech, 1 Univ. of Utah b.
44 undergraduate, 23 masters, 40 doctoral, 1 graduate certificate
- SKC 180 - 24 submissions
19 UNM, 6 NMSU
8 undergraduate, 5 masters, 11 doctoral, 1 graduate certificate
- Poster/Art - 122 submissions
4 NMSU, 117 UNM
37 undergraduate, 56 masters, 29 doctoral

NATIONAL & INTERNATIONAL SCHOLARSHIPS & FELLOWSHIPS

RHODES SCHOLARSHIP

2014 – FINALIST: IRIC GUTHRIE
2013 – FINALIST: JACOB WELLMAN
FINALIST: KANDIS WRIGHT
2010 – FINALIST: ABDULLAH FEROZE
FINALIST: CHRIS WRIGHT
2001 – SCHOLAR: JOHN CALVIN PROBASCO
1999 – SCHOLAR: MANUEL-JULIAN MONTOYA
(14 SCHOLARS IN 1905 – 1979)

MARSHALL SCHOLARSHIP

2015 – SCHOLAR: RYAN ROCO
FINALIST: SERGIO GONZALES
2014 – SCHOLAR: JACOB WELLMAN
2013 – FINALIST: KANDIS WRIGHT
2000 – SCHOLAR: ROBERT WARD
1977 – SCHOLAR: LORRAINE ATTREED

GATES CAMBRIDGE SCHOLARSHIP

2013 – SCHOLAR: SHAINA SAINT-LOT

TRUMAN SCHOLARSHIP

2014 – SCHOLAR: RYAN ROCO
FINALIST: CARLO ARAGON
FINALIST: ISRAEL CHAVEZ
FINALIST: CLAIRE STASIEWICZ
2011 – SCHOLAR: JACOB WELLMAN
FINALIST: MANDISA BRADLEY
2010 – SCHOLAR: CARA VALENTE-COMPTON
2005 – SCHOLAR: JESSE FRENCH
2004 – SCHOLAR: SEAN MURRAY
2003 – SCHOLAR: ELIZABETH PECK
2001 – SCHOLAR: JOHN PROBASCO
(6 SCHOLARS IN 1985 - 1999)

FULBRIGHT SCHOLARSHIP

2014 – ELIZABETH PAZ (BRAZIL*)
VALERIE SARTOR (RUSSIA)
AMANDA WOLFENBARGER (AZERBAIJAN*)
2013 – KARIN THOMAS (RUSSIA*)
2012 – REBECCA ELLIS (ARGENTINA)
WHITNEY POWELL (GERMANY*)
2011 – KATHLEEN HAWKES (FIJI)
YASMIN KHAN (MEXICO)
VICTOR MURTHY (MEXICO)

FULBRIGHT SCHOLARSHIP (CONTINUED)

2010 – STEVEN SAMFORD (MEXICO)
2009 – MARGARET EDWARDS (ARGENTINA)
HEATHER JORDAN (PERU)
PATRICK SCHAEFER (PORTUGAL)
2008 – ALBERT PALMA (BRAZIL)
ZACHARY WATKINS (GERMANY*)
JOHN SMELTZER (CANADA)
2007 – MATTHEW GARCIA (SPAIN*)
2006 – MARCUS BELLAMY (SPAIN*)
CHRISTINE CHIN (CHINA)
JULIA GILROY (MEXICO)
JAMES GUTIERREZ (URUGUAY*)
MATTHEW INGRAM (BRAZIL)
2005 – CATRON ALLRED (BRAZIL)
ERIC FINK (INDONESIA)
SUE TAYLOR (VENEZUELA)
JOHN WHITE (PARAGUAY)
2004 – STEPHANIE FORD (NEW ZEALAND)
(34 SCHOLARS IN 1990-2003, *ETA)

GOLDWATER SCHOLARSHIP

2013 – HONORABLE MENTION: MICHAEL CHANNER
HONORABLE MENTION: VEENA PATEL
2010 – HONORABLE MENTION: CATE CAUTHEN
2009 – SCHOLAR: ANNA VESTLING
SCHOLAR: JESSICA MARTIN
HONORABLE MENTION: ABDULLAH FEROZE
2008 – SCHOLAR: BENJAMIN EDIGER
SCHOLAR: STEPHANIE MOQUIN
(10 SCHOLARS IN 1999-2007)

UDALL SCHOLARSHIP

2014 – HONORABLE MENTION: MARIA ELWIN
HONORABLE MENTION: SHAWNA NELSON
2013 – SCHOLAR: LIA ABETA-SANCHEZ
SCHOLAR: CLINT BRAYFIELD
SCHOLAR: HOMER HUBBLE
HONORABLE MENTION: RYAN HERRMANN
2012 – SCHOLAR: KEIOSHIAH PETER
2011 – SCHOLAR: JULIAN BENAVIDEZ
2010 – SCHOLAR: RITA MARTINEZ
SCHOLAR: LISA ANTONIO

UNM Honors College
Academic Program Review

Appendix F
Funds Generated by Community Service

Honors College Senior Colloquium: Senior Action Project Fundraisers for Non-Profits

Student Name	Organization/Non Profit	Project Description	Funds Raised
Sarah Rogers	Title I Homeless Project	School supply drive	\$500.00
Victoria Barraza	Rio Grande Food Project	Bowl-a-Thon, Stirke Out Child Hunger	\$422.59
Lindsey Laine	Joy Junction	Walk-a-Thon	\$700.00
Anju Shah	Dolores Gonzales Elementary	PE Equipment	\$225.56
Jen Harrison	Cuidado los Ninos	Bunny Brunch	\$500.00
Sarah Goff	Chavez County Cancer Fund	OutRunFear 5K run	\$6,800.00
Darcey Dorman	Circles NM	Cook Off	\$500.00
Karli Jenkins	Susan's Legacy	Silent Auction Event	\$2,010.00
Adriana Toomey-Hernandez	Heroin Awareness Committee	5K Walk and Run	\$776.00
Katie Smith	Women Veterans of NM, NM Veteran Integration Center	Food and Donation drive at Sam's Club, also collected 1265 pounds of food	\$798.77
Courtney Bell	Cristine Duncan Charter School	Roller Derby Fundraiser	\$390.00
Michael Buck	Storehouse of Greater Albuquerque	Fundraiser and Silent Auction, plus collected 771 pounds of food	\$1,417.00
Mary Ellen Hunt	New Mexico MESA	Silent Art Auction to raise scholarship money for MESA high school scholarships	\$697.00
AJ O'Sickley	Endorphin Power Company	Handicap Access Feasibility study	\$1,351.00
Dominique Santistevan	OffCenter Arts	Art supplies and services from local businesses and art groups	\$1,000.00
Jessica Harmer	Cuidado los Ninos	Fundraiser at Sam's Club, plus 500 donated items needed by CLN	\$700.00
Michelle Sandine	Bandelier Elementary	5K walk, for teachers to buy two cameras for documenting science fairs, field trips and art show cases plus teachers could also use these cameras for professional development	\$814.00
Lucia Wilson	Project Defending Life	Teen Life Night	\$272.78
Kaylyn Peters	No Kill Animal Shelter	Baked Goods and Barking Friends Event	\$400.00
Violet Drinnan	Farm to Table	Fundraising luncheon	\$512.00
Lia Sanchez	Endorphin Power Company	Duke City Endorphin Dash	\$1,200.00
		Total	\$21,986.70

UNM Honors College
Academic Program Review

Appendix G
Senior Options Requirements

Senior Capstone Options

Motions approved at the August 2015 Honors College Faculty Retreat

These motions were adopted to allow for the reinstatement of both senior teaching and service learning as capstone options for students opting to major in the college. Both were unanimously accepted.

Senior Teaching

Motion by Troy, Second by Megan

We move to amend the capstone requirement to read that the Honors BA requirement will explicitly allow students to act as senior teachers (6CH distributed over 2 semesters) if the student teaching experience is in 300 or 400 level honors course. The student (for this option) will assemble a committee of at least one faculty mentor who will teach with them and advise on pedagogical matters. The student will compile a substantial portfolio over 2 semesters, demonstrating the interdisciplinary nature of the course and his/her scholarly contributions to it.

Service Learning

Motion by Amaris, Second by Jason

Motion: We move to amend the capstone requirement to read that the Honors BA requirement will explicitly allow students to complete a senior service learning option (6CH) spread over at least two semesters IF this service learning project engages interdisciplinary work. For this option, students will assemble a committee of at least two people, one of whom will be honors faculty and one who will be a community partner. The students will compile a substantial project over at least two semesters demonstrating the interdisciplinary nature of the project and their contributions to it.

UNM Honors College
Academic Program Review

Appendix H
Curricular Descriptions

Honors College

[Academic Calendar](#)

[UNM 2015-2016 Catalog](#) > Colleges > [Honors College](#) > Undergraduate Program



Undergraduate Program

Honors College Grading System

Courses offered in the Honors College under the UHON subject code use a unique grading system. Students receive grades of A, CR, NC, and I. This grading system is designed to encourage students to broaden their general education by challenging themselves and taking courses outside their areas of specialty. Under this system students may be rewarded for superior performance (A) but not penalized for ordinary, satisfactory performance (CR) or for failure to complete the seminar or do poorly (NC). The program is designed to offer intellectual challenge, and students are expected to achieve at their highest levels; at the same time, competition for high grades is minimized. Taking Honors seminars under this grading system does not cancel the right of students to elect other University of New Mexico courses on a Credit/No Credit basis up to a maximum of 24 credit hours. In addition, Honors faculty provide individual written evaluations of each student in their seminars. These evaluations are kept in the student's confidential, personal file. Students are encouraged to review their evaluations and write a response to an evaluation if they disagree.

Bachelor of Arts in Interdisciplinary Liberal Arts

Introduction

The faculty of the University of New Mexico Honors College offer a Bachelor of Arts degree in Interdisciplinary Liberal Arts. This baccalaureate degree program provides the opportunity for students in the Honors College to develop a broad, interdisciplinary and experiential liberal arts education, similar to that offered by many small liberal arts colleges, but within the context of a flagship research institution. The Interdisciplinary Liberal Arts major provides students with a foundation in social and behavioral studies, physical and natural sciences, humanities, communications, mathematics, and fine arts; and allows students to focus on a specific area of interdisciplinary study.

Students majoring in Interdisciplinary Liberal Arts have the opportunity to discover connections among disciplines and analyze and evaluate primary and complex texts across diverse genres and styles and from different historical periods. They perform research and produce original work that integrates ideas and methods from different disciplines and learn to adapt to new environments and developing technologies. Students are expected to have intercultural knowledge and competence and develop personal and social responsibility, including civic knowledge and engagement—local and global.

Requirements

All candidates for the Interdisciplinary Liberal Arts major must be admitted to the Honors College and maintain at least a 3.5 cumulative GPA. To be admitted, Honors College majors develop a program of study approved by the Honors College Degree Committee. That program includes a minor or a second major from a field of study that complements or enhances a student's area of research interest, methodological instruction to support the student's thesis, and 18 credit hours of upper-division courses (300- or 400-level) from any UNM department that enrich a student's knowledge in the following:

- New environments and developing technologies;
- Intercultural knowledge and competence;
- Personal and social responsibility, including civic knowledge and engagement; and
- Research fundamentals and methodology.

The program of study also must meet the following requirements:

1. A minimum of 120 total credit hours;
2. At least 36 credit hours completed in UHON courses, including completion of the following:
 - 3 credit hours at each of the 100-, 200-, and 300-levels.
 - 6-9 credit hours of an interdisciplinary honors thesis/project (UHON 490, 491).
 - 3 additional credit hours at the 400-level.
 - 18 elective credit hours of UHON courses, of which at least 12 credit hours must be upper-division (300- or 400-level) and of which at least 9 credit hours must be an honors integrative block.
3. A minimum of 12 credit hours of a single non-English language or evidence of equivalent proficiency. Information about non-English language programs can be found at the [Foreign Languages and Literatures department Web site](#), or the [Spanish and Portuguese department Web site](#).
4. Completion of UNM core requirements, some of which can be completed through UHON courses.

Shared-Credit Degrees: Bachelor of Arts in Interdisciplinary Liberal Arts and Master of Arts in Latin American Studies

The shared-credit degrees program offers students enrolled in the Honors College an accelerated route to earning in five years both a Bachelor of Arts (B.A.) in Interdisciplinary Liberal Arts, and a Master of Arts (M.A.) in Latin American Studies. Through this program, students can earn graduate M.A. in Latin American Studies credit during their undergraduate career, thereby reducing the time needed to complete both degrees.

The M.A. in Latin American Studies requires 36 credit hours of graduate work (see the [Latin American Studies-Graduate Program](#) section of this Catalog). Honors College Interdisciplinary Liberal Arts students can take a maximum of 18 shared credit hours (credit hours to be counted for both degrees) in M.A. in Latin American Studies courses during their undergraduate program. Students design their 18 shared credit hours in coordination with their academic advisors in both Honors College and Latin American Studies. With the highly harmonious academic requirements of both programs, this could be done, among other ways, through a combination of the following:

- Honors College students can choose a minor or double major that would also satisfy M.A. in Latin American Studies requirements. Given the interdisciplinary nature of the M.A. in Latin American Studies, this could be done in any of the concentrations within the

M.A. degree. Students would choose courses that satisfy both their undergraduate minor or double major, and the M.A. in Latin American Studies requirements.

- Honors College students are required to take 18 credit hours of upper-division courses that enrich a student's knowledge in: New environments and developing technologies; intercultural knowledge and competence; personal and social responsibility, including civic knowledge and engagement; and research fundamentals. Students could choose these courses so as to also satisfy M.A. in Latin American Studies requirements.
- A minimum 12 credit hours in a non-English language is needed for the Honors degree, which could additionally fulfill the M.A. in Latin American Studies language requirement. M.A. in Latin American Studies students are required to take one upper-division course in a Latin American language.

To apply, students must be in good standing and nominated by the Honors College. The Interdisciplinary Committee for Latin American Studies (ICLAS) then reviews students' applications. Shared-credit degrees students need to meet regular M.A. in Latin American Studies admission requirements, with two exceptions: students applying through Honors have the the GRE requirement waiver, and only two letters of recommendation are needed.

Students who choose not to complete the graduate portion of the program are still awarded the undergraduate degree when all undergraduate requirements are met. Completed graduate-level courses may be applied to either an undergraduate major or minor, as per existing policy. Where Latin American Studies chooses not to advance a student to the graduate portion of the program, completed graduate-level courses may be applied to either an undergraduate major or minor, as per existing policy.

Interdisciplinary Liberal Arts Minor

The Interdisciplinary Liberal Arts minor in the Honors College is intended to complement, broaden and enhance a student's educational choices while at UNM. Students who complete the minor in Interdisciplinary Liberal Arts are expected to produce original work that integrates ideas and methods from different disciplines, to analyze and evaluate foundational and primary works, to gain knowledge of diverse cultures and to acquire civic knowledge and apply ethical reasoning.

Requirements

All candidates for the Interdisciplinary Liberal Arts minor must be admitted to the Honors College and maintain at least a 3.20 cumulative GPA.

Successful candidates for the minor must complete 24 credit hours in UHON courses, or other approved courses, including:

- 3 credit hours at each of the 100-, 200-, 300-, and 400-levels.
- 12 additional credit hours, of which at least 6 must be upper-division (300- or 400-level).

At least 15 credit hours must be completed in UHON courses. Up to 9 credit hours in approved courses offered by other units may be used to satisfy minor requirements.

Honors College Designation

The Honors College designation is awarded to Honors College students who do not earn a major or minor in the Honors College, but who gain substantive Honors experience by completing a program of Honors course work.

Requirements

All candidates for the Honors College designation must be admitted to the Honors College and maintain at least a 3.20 cumulative GPA.

Successful candidates for the designation must complete 15 credit hours of Honors College (UHON) or other approved courses, including:

- 3 credit hours at each of the 100- and 200-levels.
- 9 additional credit hours, at least 6 of which must be upper-division (300- or 400-level).

At least 9 credit hours must be completed in UHON courses. Up to 6 credit hours in approved courses offered by other units may be used to satisfy designation requirements.

[Back to Top](#)

[Keys and Symbols Reference](#)

Courses

[UHON 121 - 122. Honors Legacy Seminar \[Freshman University Honors Seminar\]](#). (3 to a maximum of 9 Δ ; 3 to a maximum of 9 Δ)

[UHON 199. Concurrent Enrollment Seminar](#). (1-3, no limit Δ)

[UHON 201. Rhetoric and Discourse](#). (3 to a maximum of 6 Δ [3])

[UHON 202. Mathematics in the World](#). (3)

[UHON 203. Science in the 21st Century](#). (3 or 4, may be repeated twice Δ [3 or 4])

[UHON 204. The Individual and the Collective](#). (3 to a maximum of 9 Δ [3])

[UHON 205. Humanities in Society and Culture](#). (3 to a maximum of 9 Δ [3])

[UHON 207. Fine Art as Global Perspective](#). (3 to a maximum of 9 Δ [3])

[UHON 221 - 222. Sophomore University Honors Seminar](#). (3, no limit Δ ; 3, no limit Δ)

[UHON 235. Seminar: University Honors Program](#). (1-3 to a maximum of 6 Δ)

[UHON 299. Individual Study](#). (1-3 to a maximum of 6 Δ)

UHON 301 - 302. Honors Seminar. (3, no limit Δ ; 3, no limit Δ)

UHON 312L. University Honors Seminar Lab. (1-3)

UHON 324 - 324L. Natural History of the Southwest. (4)

UHON 399. Individual Study. (1-3 to a maximum of 6 Δ)

UHON 401 - 402. Honors Seminar. (3, no limit Δ ; 3, no limit Δ)

UHON 490. Senior Reading and Research in Honors. (3)

UHON 491. Senior Honors Thesis. (3)

UHON 492. Senior Teaching Preparation. (3)

UHON 493. Honors Senior Teaching. (3)

UHON 495. Senior Colloquium. (3)

UHON 496. Seminar Service-Learning. (3)

UHON 498. Individual Experiential Study. (1-3 to a maximum of 6 Δ)

UHON 499. Individual Study. (1-3 to a maximum of 6 Δ)

Course Search:

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Legacy of Monsters and Marvels Through the Ages

Fall 2013

INSTRUCTOR: Dr. Leslie Donovan

OFFICE HOURS: Mondays 1:00-2:30 p.m., Tuesdays 12:30-2:30 p.m., and by appointment

CONTACT INFO: Honors College, Room 20, 277-4313 (voice mail), Ldonovan@unm.edu
(I check my email often during the week, but not always on weekends)

WEBPAGES: <www.unm.edu/~Ldonovan> *Current Courses* > *Monsters and Marvels*

This website has two areas: a Public area (PUB), for accessing most course materials; and a Private area (PRV) for accessing additional readings and uploaded papers and projects, to which you will be invited through your email address.

DESCRIPTION:

Many of a culture's most fascinating and compelling stories involve monstrous characters or the marvelous realms of the otherworld. Goblins and fairies, Grendel and Circe, dragons and gargoyles are all creations from earlier periods of western culture, for instance, that have inspired the imaginations of writers and artists since ancient times and continue to engage contemporary audiences. This course studies how conceptions of imaginary creatures and worlds both reflect and comment on cultural ideologies important to earlier peoples. Although removed from "real life," the fantastical visions we explore open onto vast vistas of historical ideas, social constructs, cultural patterns, and spiritual themes. For example, we may discuss whether werewolves are always evil and fairies always morally good, whether believing in dragons makes us more or less human, whether fantasy serves us best as purely escapist entertainment or offers potent metaphors for how we live our lives, and whether modern people care more about vampires and unicorns than ancient peoples. Students will be introduced to the historical, literary, artistic, and even architectural traditions of monsters and marvels as these are reflected in epic literature, Celtic sculpture, fairy tales, gothic novels, Northwest American Indian legends, religious architecture, and courtly romance poetry, among others. Through vigorous discussion, concentrated critical thinking, energetic writing in a variety of modes, and dynamic oral presentations, we will investigate how conventions surrounding supernatural beings and events have become integral to popular culture of the United States in the twenty-first century.

LEARNING OBJECTIVES:

Students who successfully complete this course will be able to:

- Analyze, critically interpret, and evaluate primary works containing the themes of monsters or marvels within their interdisciplinary, cultural, and historical contexts;
- Situate and explain clearly the methods, approaches, and significant content of key figures, works, and movements in the humanities that involve the themes of monsters or marvels;
- Compare works containing the themes of monsters or marvels from various interdisciplinary perspectives, cultural traditions, and historical eras in terms of genre, style, content or theme;
- Recognize and evaluate how some key works in the humanities containing the themes of monsters and/or marvels reflect historical, national, cultural, ethnic, and gender differences, even as they invoke shared human experiences that may relate to readers and the world today;
- Construct persuasive arguments and increase writing proficiency through analytical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.
- Acquire basic knowledge for using digital tools and multimedia technologies.

TEXTS:

- Gilgamesh*, trans. Stephen Mitchell (only this translation)
- Beowulf*, trans. Michael Alexander (or any complete Modern English translation in verse/poetry)
- William Shakespeare, *The Tempest* (Folger Shakespeare Library ed. is preferred, but any complete ed. is fine)
- Mary Shelley, *Frankenstein* (Enriched Classics ed. is preferred, but others may be fine upon approval)
- Robert Louis Stevenson, *Dr. Jekyll and Mr. Hyde* (Enriched Classics ed. is preferred, but any complete ed. is fine)
- Michael Harvey, *The Nuts and Bolts of College Writing*

Readings available through Course Website

Monsters by Vincent Price and V.B. Price; “Bisclavret,” a medieval werewolf story by Marie de France; “The Wasgo and the Three Killer Whales,” a Northwest American Indian shape-shifter legend; “Culhwych and Olwen,” a Welsh quest tale featuring King Arthur; readings on Sheela-na-gigs in early Irish architecture, Gothic gargoyles sculptures, medieval bestiaries, and animal fables.

Optional, but strongly recommended texts

- Any college writing handbook, such as those required for English 101 or 102
- Cal Newport, *How to Become a Straight-A Student*
- Lynn F. Jacobs and Jeremy S. Hyman, *The Secrets of College Success*

GRADES:

Course requirements will earn up to 100 points distributed as follows:

Attendance.	15 points max.
Participation.	15 points max.
Blog Postings (2 per week x 15 weeks = 30 total).	10 points max.
1 Group Project.	10 points max.
2 Analytical Papers (each 10 points maximum).	20 points max.
1 Creative Project.	10 points max.
Final Portfolio.	20 points max.

Grading scale: A = 93-100 points CR = 70-92 points NC = 0-69 points

REQUIREMENTS

Attendance (15% of total grade)

A substantial amount of learning in Honors courses takes place in the classroom. If you do not come to class on time or at all, your learning experience suffers and you deny others the opportunity of learning from what you have to contribute. Material missed may never be made up completely, no matter how many notes you get from classmates. In order to get the most out of this educational experience, it is essential that you attend every class. Students who consistently come to class late will not earn full points for this requirement, even if they attend some portion of every class. Since we have 30 classes, you will earn ½ point for each class you attend in full for a maximum of 15 possible points. However, be aware that any absence is counted as such and no distinction will be made between excused and unexcused absences.

Lecture Attendance

You are also required to attend and submit a brief summary of an academic lecture/event in September, October, and November, for a total of 3 lectures/events during the semester. In other words, you must attend 1 lecture/event each of these months to fulfill this part of your attendance requirement. You may attend as many lectures/events each month as you wish, but only 1 will count per month (except in the case of extra credit; see Policies). You will not fulfill this requirement if you attend no lectures/events in September or October and attend 3 lectures in November. In such a case, only one lecture in November would count toward your grade.

After each lecture/event you attend, write a brief summary and post it on our class blog. Your summaries must be posted no later than 2 days after attending the lecture/event. Lectures/events summaries posted more than 2 days after the lecture will earn credit as a blog posting, but will not fulfill your lecture requirement. If you post only 2 lecture summaries during the semester, 1 point will be automatically deducted from your attendance grade. If you post only 1 lecture summary during the semester, 2 points will be automatically deducted from your attendance grade. If you post no lecture summaries, 3 points will be automatically deducted from your attendance grade.

Each lecture/event summary must include:

- Facts – Who presented the lecture/event, when, and where it took place;
- Summary – Explanation of topic and basic information provided in the lecture/event; and
- Evaluation – A thoughtful assessment of the effectiveness or usefulness of the lecture/event.

A calendar of free lectures and events (art exhibits, performances) may be found on the Honors website on the Calendar page. You may attend lectures/events not on this calendar as long as you clear it with me in advance.

Participation (15% of total grade)

It is not only crucial that you attend class, but that you participate regularly in class discussions. To be able to participate effectively, you must be well prepared for every class discussion. This means that you are expected to read or review all readings prior to class discussions of those assignments. As with any other 3-credit college Honors course, you should plan on spending a minimum of 3 hours for every hour spent in class (at least 7.5 hours a week) on class-related activities, such as reading assignments, researching presentations, blogging your ideas, drafting/revising papers, etc., in order to earn at least a CR for the course. If you wish to earn an A for the course, you will likely need to spend substantially more time than this minimum.

However, effective participation in Honors courses involves more than reading your assignments carefully and coming to class well prepared. It also means that you voluntarily and respectfully share your ideas in class. While all students cannot express ideas in every class, I expect you to contribute to our discussions as often as possible. All seriously considered views are equally valuable to our collective learning process. If, for whatever reason, you keep ideas to yourself, then collaborative educational exchange becomes impossible. Exchanging ideas actively, openly, respectfully, and productively will not only earn you a high grade for this portion of the class, but will also make classes more enjoyable and rewarding for us all. Participation is directly linked to class attendance.

To encourage you to develop ideas to share with classmates, short in-class assignments, group exercises, and freewrites will typically form the basis for learning through our seminar discussions. If you miss class, you may not make up in-class activities. These assignments are designed to offer starting points for generating class discussion. You will choose some of these assignments for your Final Portfolio, but they will not be graded individually. Nevertheless, since they form a substantial portion of your participation score, you are expected to perform responsible, serious effort on these exercises.

Blog (10% of total grade)

Along with regular class participation, you will also share ideas about course material each week online on an blog. This blog is designed to encourage you to explore ideas through writing, to employ critical thinking skills, and to exchange ideas with others in ways that allow us all to learn from each other. In addition, our blog will broaden the scope of our discussions and provide more avenues for inquiry than our class time allows. While it will be open to anyone in the public to read (feel free to share the link to family members or friends to read!), only members of our class will be able to contribute work to this blog.

Along with giving you a space to explore ideas about course topics outside of class, writing on this blog offers extra practice to express your ideas in writing for a public forum and will help you develop the critical thinking skills necessary to succeed in Honors work and excel in your future beyond college. Being able to express yourself in

written form and to discuss ideas openly, respectfully, and professionally with others are essential skills for success in most careers you may wish to pursue.

Topics for discussion on our blog will be generated primarily by you and your classmates, though I will also frequently post topics that may help you start discussing issues and ideas. If the topics posted by me or by other students are not interesting to you, then I strongly encourage you to post topics you want to discuss and write about. Doing so will make this opportunity not only more rewarding for you, but your more engaged interaction on the blog is also likely to improve the experience for your classmates as well. Since your responses and discussion on this blog may stimulate in-class discussions, lead to paper topics, and assist you when working on various assignments, it is important that you keep up-to-date with material posted on the class blog throughout each week.

To earn full points for the blog requirement, you will submit at least 2 postings each week for 15 consecutive weeks for a total of 30 blog postings by the end of the semester. Comments are counted as postings, along with postings you initiate. You will not earn full points if you skip making postings or make only one posting some weeks. You may not save up or carry over extra postings from earlier weeks to count in a later week. Postings will count toward this requirement as long as they discuss content material related to our texts or to the overall subject of monsters and marvels. In addition, while blog postings may use informal language, they are expected to present ideas in relatively error-free writing (i.e., few typos or grammatical errors and no texting abbreviations).

Of the 30 postings required to earn full points for this portion of your grade:

- At least 6 must be postings in which you share new ideas or questions;
- At least 6 must be comments responding to one of my questions or topics;
- At least 6 must be comments responding to one of your classmates' postings; and
- The remaining 12 required postings may be distributed throughout any or all of the categories above.

This assignment expects a regular and consistent commitment from you. As long as you spend at least 10 minutes 2 or 3 times each week reading postings and making at least 2 on-topic, relevant, and reasonably substantial (a few sentences long) postings each week, you will earn full points for this assignment. Postings may be as long or as short as needed to make a reasonable point, but postings that say simply "I agree" or "Woohoo, Dude!" do not represent enough thought and effort to be counted for this part of your grade.

You will be randomly assigned a pseudonym for all your work on this online discussion forum. These pseudonyms are intended to increase your comfort level on the blog by allowing you freedom to offer new, untested ideas for discussion without being excessively concerned about any judgments others who read your work might make, whether these be classmates or members of the public reading our blog.

You will get access to the blog through an invitation sent to your email address. Those of you who have never used a blog before will need no experience to do well in this assignment. Our PUB website provides a link to the blog as well as instructions about setting up your account and using it for the purposes of our course. Also, I am happy to help you learn to use such technology for our purposes. If you have problems accessing or posting to our blog, it is your responsibility to contact me promptly so we can solve such problems as quickly as possible. Otherwise, you will get behind in your postings and be unable to earn full points for this requirement. Difficulty accessing or posting on our blog will not constitute a legitimate excuse for neglecting this requirement.

Group Project (10% of total grade)

During the first week of class, you will be randomly assigned to a group to research information about and construct a two-part project on a classic fairy tale. The two parts of this project are:

- A presentation in a digital video format that will be shared with our class; and
- An annotated bibliography of the research your group did for this project.

Although its format will employ digital video, the main focus of your project must be on its content, not appearance. It will not matter how beautiful or slick your video is, if its content is weak or thin. You may use any sources you wish, but I encourage you to start with the SurLaLune Fairy Tales website (<www.surlalunefairytales.com>). This assignment is designed to help you develop your skills in research, oral presentations, and multimedia resources, so it should be useful, interesting, and carefully thought out.

Since this is a group project, your group is expected to work together as a team in which all members participate in both the research on your fairy tale's content and its presentation through digital video. Our PRV website contains a webpage that allows group members to share research and presentation ideas with each other as well as a space to upload your group's annotated bibliography. Links to videos from all groups will also be shared through these pages.

Video Portion

The content of your group's video must incorporate the following in whatever way you wish:

- *Background:* Provide any relevant background information about your fairy tale, such as its history, early sources, influences, texts, known authors (not to exceed 5 minutes of the presentation);
- *Analysis:* Discuss in some depth 1-2 central themes or ideas found in your fairy tale;
- *Connections:* Explore 1-2 examples of your fairy tale or its central ideas/themes in contemporary popular culture (films, books, television shows, videogames, rides in amusement parks, etc.).

The video your group creates is not expected to be technologically extensive or professional. Instead, you are encouraged to construct it using simple, easily available digital technologies and tools, such as videos taken with cell phones, webcams, flip video cameras, common video software, free internet software, etc. A section on our PUB website provides resources and examples of several approaches that may be helpful to you when working on the video portion of this assignment. If no one in your group has access to any digital video technologies, I will work with you to find such resources temporarily for this project. However, it will be important that groups arrange this with me as early as possible in order to make sure everyone who needs such resources has access to them.

Your group's video should be at least 10 minutes long, but may not exceed 15 minutes. While it does not need to last a full 15 minutes, presentations that last less than 10 minutes are not likely to include sufficient content material to earn high scores for this requirement. In addition, this project is intended to help you develop skills to collaborate effectively within a group. Therefore, rather than each of you handling one portion of the video by yourself, this part of the project must include the face or voice of each group member for at least one minute. If your group's video does not include the face or voice of all group members, 1 point will be deducted automatically from your overall score.

When your group has completed its video, email it to me at least 24 hours before it is to be presented in class. Once you have submitted your video, I will check to make sure it will play properly and create a link to it that will appear on your group's PRV page and will allow anyone in class to view your group's work. If your group does not upload its video on time, 1 point will be deducted from your project's score.

Your group's audience will be your classmates, so plan your video to interest and inform students much like yourselves. Your score on this assignment will be based primarily on anonymous evaluations made by your classmates. These evaluations will be submitted through an online form available on our PRV website. While you must submit your name on these evaluations to make sure you earn credit for this, all names will be removed before the results are shared with the group. If you do not submit evaluations for classmates' videos within 24 hours after they are shown in class, ½ point will be deducted from your final course grade for each video you neglect to evaluate.

Annotated Bibliography

For the annotated bibliography portion of this project your group will compile a bibliography of at least 6 sources used to research your presentation. One of these sources may be from your fairy tale's pages on the SurLaLune website and one may be from the secondary sources pages on that same website (not from pages telling a different

fairy tale). While you may include as many sources in the annotated bibliography you wish, at least 4 of your sources must come from academic books or journal articles. In addition, even though you are not required to cite these in your actual video, all visual images (photographs, pictures of paintings or drawings, etc.) used in your video must be included in your group's bibliography.

For each source in your bibliography, include annotations of 2-4 sentences that summarize the source's content and what it contributed to the project. Your bibliography must be formatted according to MLA style (information on MLA style may be found on our PUB website > Links). In addition, because this project is meant to be a team effort, each group member must contribute at least one source and its annotation to your group's bibliography. Mark the sources each group member contributes by placing her/his initials in parentheses at the end of the annotation.

The annotated bibliography must be posted on your group's PRV page no later than 12:00 midnight on the day your video is presented in class. You do not need to provide handouts of the bibliography. If your group does not post its bibliography on time and in correct MLA format, 1 point will be deducted from your score.

Analytic Papers (2 papers; each 10% of total grade)

For this class, you will write 2 fully developed Analytic Papers (5 pages minimum, excluding the bibliography) on one of the topics for each paper discussed below. Since these papers are expected to be formal college papers, organize them in standard analytic essay structure, which means including:

- A strong, clear thesis statement that argues a specific position about the topic;
- Supporting paragraphs that use evidence to defend the thesis statement
- A conclusion that expands, broadens, or deepens the significance of your argument; and
- Correctly documented references within the paper as well as a bibliography of sources. While you may have used different documentation styles in the past, use MLA format for this course. Your paper must include a bibliography, even if that source is only one work from our syllabus.

Successful papers focus their main argument on a narrowly defined thesis statement that expresses a specific view supported and defended through examples from texts. As with any college paper, the more focused your analysis is, the more effective your overall paper is likely to be. Work to construct a highly specific thesis statement in your introduction that you develop in depth for the rest of your paper. When constructing your papers, also be aware that a general topic is not the same as a thesis statement. For any general topic you may wish to work with, you will need to carve out your own carefully defined thesis statement that argues your own unique position.

You may incorporate material from secondary sources into your papers if necessary to defend your argument. However, I am much more interested in seeing that you can explore your own ideas in depth than in knowing you can accurately regurgitate what someone else thinks. While analytic papers may briefly summarize a text (no more than 5-10 sentences on plot and background) for the reader's convenience, analytic papers do not provide encyclopedia-like information or book report-style summaries. Instead, analytic papers require you to carefully and critically examine evidence from one or more texts in order to formulate a cohesive perspective. Work to develop original and significant interpretations or views that help your readers better understand your material.

Consider as your audience for these papers a group of highly intelligent readers, who may not be experts in your subject but who know most of the same material you know, such as your classmates. These readers are busy people and your writing has to be engaging and clear enough to make them want to read what you have to say. Understand that your job is to make them think about your topic in a new way. Your writing needs to capture their attention and persuade them to view the topic differently than they would have if they had not read your paper.

Scores for Analytic Papers will be earned for the overall success of the finished products (how well they meet the assignment, follow the directions described here, display serious and significant thought, stand alone without oral explanation, establish strong analytic arguments, support their arguments through appropriate logical structure, meet

acceptable mechanical standards of written English, etc.). Instead of turning in printed copies of your papers, upload your finished papers to the appropriate page on the PRV (see formatting instructions in the Policies section). Sharing your papers online not only saves resources (ink, paper, trees, money, etc.), but also makes it easier for you to benefit from reading each other's work, which in turn aids the enriched, collaborative educational experience that Honors courses promote. The gradesheet used to score each Analytic Paper is stored on our PUB website for you to consult when working on this assignment.

To assist your writing process, I have included many helpful writing resources on our PUB website > Links page. I am also happy to work with you individually on your writing as long as you make arrangements with me at least a week before the paper's due date.

Analytic Paper 1

For your first Analytic Paper, choose one of the broad topics below from which you will develop your own highly specific perspective or thesis statement. Remember that these are topics only, NOT thesis statements.

- Analyze the role of individual responsibility portrayed by one or more characters in any of our texts.
- Examine the nature of friendship, loyalty to others, or family honor in any of our texts.
- Explore the concept of good or bad leadership in any of our texts.

For this paper, you will work through ideas by revising multiple drafts of your paper. Designed to mirror what professional writers typically do to produce work for a public audience, the process for this paper requires you to start drafting it well before its due date, revise it at least twice, seek out professional writing assistance, and test out your ideas on a sample audience. Requirements for these steps are described below:

- *Visit CAPS* – Have a CAPS writing tutor review a draft of your paper at least 3 days before you turn in your final version. To do this, submit your paper to the CAPS Online Writing Lab or visit the Drop-In Writing Labs across campus. Make sure I get the record from CAPS that proves you received assistance. While you may complete this at any point in drafting process, I strongly encourage you to do this as early as possible. If you do not get assistance from CAPS or submit the CAPS documentation, 1 point will be automatically deducted from your score. Visit <<http://caps.unm.edu/programs/writing-and-language-center>> for more information about CAPS services.
- *Submit Draft* – Upload a complete draft of your paper to the appropriate page on our PRV website no later than 12:00 midnight on 10/2/13. Make sure your paper is submitted anonymously by removing your name from all parts of your paper (first page, header, etc.) and include the label I will give you to use for this assignment plus the first 3 words of the title in the filename. So, the filename will be something like “1a-Leaders who Honor.” If you do not upload your paper on time, 1 point will be deducted automatically from your final paper score.
- *Get Feedback* – Receive feedback from a writing partner classmate I will pair you with, who will read your draft and complete and upload an anonymous Writing Worksheet for it to our PRV website before 12:00 midnight on Fri. 10/4/13. This worksheet is intended to help you improve your paper before turning in the final version. In turn, you will complete an anonymous Writing Worksheet on your partner's paper to give the same opportunity for improving her/his paper. Make sure your worksheet is submitted anonymously by removing your name from all parts of it (first page, header, etc.) and include the label I will give you to use for this assignment plus the first 3 words of the title and “worksheet” in the filename. So, the filename will be something like “1a-Leaders who Honor Worksheet.” If you do not upload your paper on time or it is incomplete, 1 point will be automatically deducted from your score.
- *Final Paper* – Revise your paper and upload the final version with your last name on it to our PRV website, after receiving assistance from CAPS and anonymous feedback from your writing partner.

Analytic Paper 2

Write a paper on the topic below. For this paper, you will again have to carve out your own highly specific thesis statement that you then proceed to develop in detail. While for this paper you are not required to visit CAPS or undergo a drafting and revision process as you did for Analytic Paper 1, I encourage you to set up such a process for yourself to practice effective writing habits.

- Analyze how a scene, character, idea, or theme from one of our class texts is relevant in the 21st century. You may want to accomplish this by comparing and contrasting your topic with how a similar topic is presented in some aspect of modern life (jobs, clubs, organizations, politics, religion, cultural events) or in a recent book, movie, television show.

Creative Project (10% of total grade)

Your Creative Project will be composed of two parts, a creative work and a paper explaining its background, the rationale behind it, and the choices you made when constructing it. For the creative part, construct your own original addition to the cultural tradition of Monsters and/or Marvels in which you explore some facet of our course subject in your own way. You may examine an idea from any of our texts that the author did not explore or you may investigate a theme that relates to our overall subject from a source not on our syllabus. For example, you might write a series of letters between Dr. Jekyll and Mr. Hyde, compose a song about the battle between Beowulf and the dragon, construct an animated short film in which Frankenstein's Creature is befriended by a Yeti, draw a series of images of Tolkien's Elves of Lothlórien, write a short story in which you describe one of the games not portrayed in Suzanne Collins' *Hunger Games* trilogy, etc. While time spent on these projects will vary depending on many factors, plan to spend at least 10 hours on it, since it is worth 10% of your total course grade. The two parts of this project are described below:

Part 1: Create your own original contribution to Monsters and/or Marvels

Using any creative medium you wish, develop a work based on some monstrous or marvelous theme or character that you create yourself or that you substantially alter or adapt from a work by someone else. To do this, you may write a short story (around 10 pages), paint or draw a series of artworks or sculptures (probably 2-3 large pieces or 4-6 small pieces), draw a comic book (around 6 pages), write a long poem (around 10 pages), or compose and perform (or have performed) original music (around 4-5 minutes long). If you wish to complete another type of creative project, clear it with me before you start on it. While this project is based on a creative format, I expect you to incorporate solid, significant thought into your work, which means you need to start working on it well ahead of time. I hope you will be astounded by your own creativity; however, for you to earn a high score, I expect only that you make a sincere effort, not that the result be of professional quality.

Part 2: Write an explanatory paper (4 pages minimum, not including bibliography) about your work

In this paper, describe the reasons behind the choices you made in the creative portion of your project. Explain what choices you made and why you made these choices instead of others you might have made. Further, I expect you to demonstrate that you are conscious of how the texts and ideas we have discussed in class (or other related books or movies outside our syllabus) have influenced the ideas in your project. For example, you might discuss whether your werewolf hero is more indebted to *American Werewolf in London* or to *Teenage Werewolf*. Another paper might review how your version of vampire love is different from that portrayed in *True Blood*. Since no creative work ever comes totally out of your head without any background, make sure to discuss any works that influenced your project. Include with this paper a bibliography of your sources formatted in MLA style. Even if you use only sources on our syllabus for your project, you must still cite all texts that informed your own work. This explanatory paper will be included in your Final Portfolio.

Upload the Explanatory Paper and any written portions or digital images/media of your project to our PRV website. If your project is a painting, drawing, or sculpture that will be too difficult for you to reproduce in a digital format (such as digital camera photos), then you may turn in the original work. The gradesheet used to score Creative Projects is stored on our PUB website for you to consult when working on this assignment.

Final Portfolio (20% of total grade)

As a capstone to our course, you will compile a Final Portfolio that documents the depth and breadth of your development as an Honors student throughout this course. For this Final Portfolio, you will:

- Select some of your short assignments and write reflections on your work for them;
- Include all of your major assignments and write reflections on your work for them;
- Revise and improve on one of your major assignments; and
- Write a new paper that synthesizes your ideas on our course topic of Monsters and Marvels.

To earn a high grade, your Final Portfolio must include all of the following:

- *In-class Exercises* – 5 of your in-class exercises or assignments (freewrites, group exercises, debates, etc.), accompanied by 1-3 sentences discussing the strengths of each exercise. For handwritten exercises, scan them into a digital file or simply submit them as hard copies, if you do not have access to a scanner.
- *Blog Postings* – 5 of your blog postings, accompanied by 1-3 sentences discussing the strengths of each posting;
- *Group Project* – Your group’s annotated bibliography and the link to your video presentation, accompanied by 3-5 sentences discussing how you personally contributed to the project’s strengths and how you might have improved the project overall;
- *Creative Project* – Your explanatory paper for your creative project, with my comments and your gradesheet, accompanied by 3-5 sentences discussing both its strengths and weaknesses. This is a required part of your portfolio, even if you choose it for the Revision;
- *Analytic Paper 1* – Your Analytic Paper 1, with my comments and gradesheet, your partner’s worksheet of your initial draft, and your documentation from CAPS, accompanied by 3-5 sentences discussing both its strengths and weaknesses. This is a required part of your portfolio, even if you choose it for the Revision;
- *Analytic Paper 2* – Your Analytic Paper 2, with my comments and your gradesheet, accompanied by 3-5 sentences discussing both its strengths and weaknesses. This is a required part of your portfolio, even if you choose it for the Revision below;
- *Revision* – A revised version of either one of your Analytic Papers or both parts of your Creative Project. Your revision must do more than simply correct mechanical errors; it must substantially strengthen and improve upon your original work. The revision will be scored on how extensively you revise your work, on how much you improve its overall effectiveness, and on its mechanics (grammar, punctuation, bibliography, etc.);
- *Synthesis Paper* – For this paper, re-read our course description, review your class notes and work, and write a paper at least 5 pages long (excluding the bibliography) that synthesizes your thoughts on the subject of Monsters and Marvels at the end of the semester. While you need not discuss all of our texts in this paper, many of them (both the books and short texts) should be discussed in this paper. In fact, I challenge you to accomplish what very few students are able to do and incorporate all of them! Be aware that a synthesis paper is also an analytic paper; it must incorporate the same elements as your analytic papers, although its thesis may be less specific and more broad than for other analytic papers. Your synthesis paper for this class must include a bibliography of sources (our course texts) presented in proper MLA citation style.

Collect these works for your Final Portfolio and submit them to me by email as a single digital file. I strongly encourage you to work on compiling the various pieces of your portfolio as the semester progresses, instead of waiting until the last week of the semester. The breakdown of points for each item may be found on the Final Portfolio gradesheet on our PUB website.

POLICIES and SUGGESTIONS

Classroom Behavior

1. Respect for your own education, classmates, and me is essential in making this class meaningful for all of us. Non-class activities (checking Facebook, texting, whispering, passing notes, playing videogames, etc.) are inconsiderate, hinder your and others' ability to learn effectively and will negatively affect your participation score. Cell phones must be silenced before class starts.
2. You may express any idea you wish in class as long as you can defend it with evidence from our course texts. While unsupported opinions may be acceptable in casual conversations outside of class, they are not appropriate in academic exchanges that require critical thinking skills, such as a college Honors class.

Grades and Absences

3. Although students usually consider me a very tough grader, I honestly want you to learn and succeed in this class. By following these guidelines and putting forth diligent effort, you have ample opportunity to pass the course. While only outstanding work will earn an A, work making a sincere effort rarely earns lower than a CR.
4. If you miss class, informing me of a valid reason demonstrates willingness to take your responsibility to the class seriously, which will count in your favor when I determine participation scores. However, I make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason.
5. If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.
6. I do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.
7. Incompletes will be given only if you turn in work through the 12th week with a passing grade.

Written Work

8. Final versions of Analytic Papers and Creative Projects may be turned in one class session after the due date without penalty. Papers or projects turned in later than this automatic extension will have 2 points deducted for each class session they are late. Papers or projects turned in more than a week after this automatic extension will not be accepted. Late Group Projects and Final Portfolios will not be accepted.
9. All papers and written portions of major assignments must:
 - Be submitted as PC-readable files (such as .doc, .docx, .rtf, or .pdf) with 1" margins on all sides and use double-spaced lines in 12 point Times Roman (or similar) font for the text;
 - Have your name, date, and type of assignment on the first page above an appropriate title (Analytic Paper #1 is NOT an appropriate title!). Do not include a separate title page, but include page numbers;
 - Include parenthetical in-text citations to sources and a bibliography formatted according to MLA style.
10. For your own protection, keep copies of all work you turn in for a grade.
11. Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment and probably a NC for the course.

Extra Credit

12. You may earn a maximum of 3 extra credit points toward your final score. Although other types of work may benefit your learning, only extra credit work earned as follows will count toward your grade:
 - 1 point if you attend one extra lecture during any month and post a summary on the blog within 2 days;
 - 1 point if you maintain perfect attendance throughout the semester (i.e., miss no classes at all);
 - 1 point if you attend class on the day Course Evaluations are given. These will be given sometime during the last 2 weeks of class, but you will not know the exact date beforehand.

Special Circumstances

13. Students with disabilities or other unusual circumstances are encouraged to contact me as early as possible to discuss any special accommodations that may help you to succeed in this class.
14. Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with me and provide any written documentation I request (doctor's note, death certificate, etc.).

SCHEDULE (subject to change)

You are expected to read all assignments before class on the day they appear on the schedule below. Some of these readings are difficult and slow reading, even though they span a small number of pages. Because of this, I advise you to start your reading at least 3 days before we discuss it in class. For effective college-level reading, you should plan to read the assignment all the way through at least once and then review it again carefully shortly before class. If you read assignments only the morning before we discuss them in class, it is unlikely that you will have thought about them as fully as is needed for effective learning and the class participation we expect of Honors students.

Context Notes listed below may be found on our class PRV website. These materials provide basic background information on assigned works for those of you who have editions that do not contain an introduction or other section with such information. They are also generally more condensed and shorter than such information provided in printed texts. However, if your edition of the text includes an introduction or other background information, I strongly encourage you to read that as well, even though it is not required reading on this schedule.

Due dates for graded work appear in **bold**. Page numbers in parentheses correspond to the texts ordered for this class, but may vary in different editions.

Week 1	Tues. 8/20/13	Introduction/Syllabus
	Thurs. 8/22/13	Backgrounds and Beginnings Re-read entire online syllabus; bring questions to class Read as much as possible of Price, <i>Monsters</i> (PRV)
Week 2	Tues. 8/27/13	<i>Gilgamesh</i> , Context Notes (PRV) and <i>Gilgamesh</i> : Books I-II (pp. 67-89)
	Thurs. 8/29/13	<i>Gilgamesh</i> : Parts III-VIII (pp. 90-158)
Week 3	Tues. 9/3/13	<i>Gilgamesh</i> : Parts IX-XI (pp. 159-199, end)
	Thurs. 9/5/13	<i>Beowulf</i> , Context Notes (PRV) and <i>Beowulf</i> : Prologue (lines 1-85)
Week 4	Tues. 9/10/13	<i>Beowulf</i> : Beowulf's arrival through his fight with Grendel's Mother (lines 86-1886)
	Thurs. 9/12/13	<i>Beowulf</i> : Beowulf's return home through his death (lines 1887-3182, end)
Week 5	Tues. 9/17/13	College Research Fundamentals – Meet in Zimmerman Library, Room B20 View Library Research and Plagiarism Tutorials (PRV)
	Thurs. 9/19/13	Critical and Analytic Thinking Materials (PRV)
Week 6	Tues. 9/24/13	Writing Workshop 1 Harvey, <i>Nuts and Bolts of College Writing</i> : All, except Appendix (pp. ix-85)
	Thurs. 9/26/13	Group Project: Beauty and the Beast Video Group Project: Rumpelstiltskin Video Group Project: The Little Mermaid Video
Week 7	Tues. 10/1/13	Group Project: Cinderella Video Group Project: Jack and the Beanstalk Video Group Project: Red Riding Hood Video
	Wed. 10/2/13	Draft of Analytic Paper 1 Due: Upload to our PRV website before 12:00 midnight a complete, anonymous draft of your Analytic Paper 1.
	Thurs. 10/3/13	Monsters and Marvels in Architecture: Sheela-na-gigs (PRV)
	Fri. 10/4/13	Writing Worksheet Due: Upload to our PRV website before 12:00 midnight a complete, anonymous Writing Worksheet for the paper assigned to you.

- Week 8** Tues. 10/8/13 Monsters and Marvels in Architecture: Gargoyles (PRV)
Analytic Paper 1 Due (upload to PRV by 12:00 midnight)
Thurs. 10/10/13 FALL BREAK — No Class
- Week 9** Tues. 10/15/13 *Culhwych and Olwen* (PRV)
Re-Read entire syllabus and bring questions to class
Thurs. 10/17/13 Marie de France, *Bisclavret* (PRV)
- Week 10** Tues. 10/22/13 Monsters and Marvels in Manuscripts: Bestiaries and Fables (PRV)
Thurs. 10/24/13 *Frankenstein*, Context Notes (PRV) and Shelley, *Frankenstein*: Volume I (pp. 1-97)
- Week 11** Tues. 10/29/13 Shelley, *Frankenstein*: Volume II (pp. 98-179)
Thurs. 10/31/13 Shelley, *Frankenstein*: Volume III (pp. 180-284)
- Week 12** Tues. 11/5/13 Shelley, *Frankenstein*: Discussion continued
Thurs. 11/7/13 No class – Dr. Donovan out of town
- Week 13** Tues. 11/12/13 “The Wasgo and Three Killer Whales” (PRV)
Analytic Paper 2 Due (upload to PRV by 12:00 midnight)
Thurs. 11/14/13 *The Strange Case of Dr. Jekyll and Mr. Hyde*, Context Notes (PRV) and Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*: “Story of the Door”–“Incident at the Window” (pp. 3-44)
- Week 14** Tues. 11/19/13 Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde*: “The Last Night”–“Henry Jekyll’s Full Statement” (pp. 45-91)
Thurs. 11/21/13 *The Tempest*, Context Notes (PRV) and Shakespeare, *The Tempest*: Acts I-II (pp. 7-87)
Creative Project Due (upload Explanatory Paper and written work or digital images/media to PRV by 12:00 midnight)
- Week 15** Tues. 11/26/13 Shakespeare, *The Tempest*: Acts III-V (pp. 88-end)
Thurs. 11/28/13 THANKSGIVING HOLIDAY — No Class
- Week 16** Tues. 12/3/13 Share Creative Projects
Show or summarize your project informally for no longer than 3 minutes
Thurs. 12/5/13 Wrap-up discussion
Fri. 12/6/13 12:00 midnight, deadline for blog postings
- Finals** Mon. 12/9/13 No Class and No Final Exam
Final Portfolio Due (emailed by 12:00 noon)

UHON 301-029: Bringing Fossils to Life Fall 2013 Syllabus

Introduction

The Earth formed around 4.5 billion years ago and the first, albeit somewhat controversial, evidence for life is found only 700 million years later! Living organisms have, therefore, been present for 85% of the history of the Earth and have shaped the planet in a myriad of different ways as life has evolved. Incremental, frequently infinitesimal changes in morphology over inconceivably long time periods have produced the millions of species that we see interacting around us today. Fortuitous confluences of geological forces have led to the preservation of evidence of past life for millions, and in some cases billions of years.

In this course we will get hands on with the fossil record to investigate: how life has changed during its 3.8 billion year history, from individual organisms to entire ecosystems; the processes that can lead to the preservation of organic remains over geological time periods; and many of the ways in which we can make inferences about biological processes from the limited, often biased information preserved in the fossil record. I hope this course will provide you with a firm foundation of tools and knowledge that you will be able to use to find the answers to any questions you might have about the history of life, and to discuss and reconcile many of the complexities inherent to understanding organisms for which there are no modern representatives.

Instructor: Jason Moore
Office Location: SHC 30
Office Hours: By appointment (please email me or drop by if my door's open)
Phone: (505) 277 7408
Email: jrm@unm.edu

Time Period: MWF 12:00-1:15
Classroom: SHC 8

In addition to the class periods, I'm going to try to schedule three field trips at some point during the semester. We will discuss the timing of these field trips during the first lecture.

Course Format

The course will be a hands-on introduction to the science of palaeontology. I will post several short podcasts online prior to each class, providing an introduction to the topics that we are going to cover. I will also post readings associated with each topic that you will need to have read and understood to the best of your ability before each class. During class we will apply the knowledge that we've gained from the readings and podcasts to a real-world palaeontological situation. This could be in the form of an exercise, a discussion, or a presentation – check the syllabus to find out which. For the last four weeks of class you will have the opportunity to carry out your own palaeontological research project, applying techniques that you have learnt during the course to a dataset of your choice.

Getting through 3.8 billion years of the history of life in one semester is a pretty daunting prospect, so I'll be moving through topics pretty fast. I will try to put as much material online as possible, so you can review it at your leisure.

Being able to ask questions is one of the most important skills that a scientist can have, so I encourage you to raise a hand and ask a question of me, or of your fellow students, if anything seems unclear. I will ask for your thoughts during class. This is a way for me to make sure that I'm being successful in getting my point across and to use as a starting point for further discussion. I am interested in your thoughts and opinions, not the perceived “correct” answer – there may not even be one!

As a side note, prepare yourselves to deal with British English spellings and pronunciations – I haven't gone native yet. Please speak up if any translation is necessary.

Student Learning Outcomes

By the end of this course, students will:

1. Demonstrate an understanding of the scientific method and how it is practiced in palaeontology.
2. Be familiar with the practice of science as a whole, such that they can use this understanding to operate as informed citizens and leaders of the future.
3. Be familiar with the maintenance of appropriate lab documentation.
4. Be familiar with the fundamental principles that inform palaeontological research.
5. Be able to design and carry out a scientific research project.

Expectations

Any course you take comes with a set of expectations regarding its conduct. I feel that it helps to lay these out prior to the course.

As the instructor, you can expect me to:

- Design and present a course to introduce you to palaeobiology in the most thorough manner possible in the time available.
- Provide timely, candid feedback about your work.
- Work with you to ensure that you understand all of the concepts that I am presenting to you.
- Respect and value your contributions to the class.
- Listen to any questions or concerns that you might have and work to resolve them.

As students, I will expect you to:

- Complete all the assignments that I set to the best of your ability in a timely manner.
- Actively participate in class and respect the participation of everyone else.
- Raise any concerns you may have at the earliest opportunity so that they can be dealt with as quickly and easily as possible.
- Inform me of absences as soon as you know of them.
- Refrain from using mobile phones or the internet during classes.

Academic Honesty Policy

Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your own work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment and an NC for the course. Honors students must comply with the UNM Code of Conduct to be found in the UNM Pathfinder.

Grading and Mark Distribution

The Honors College uses a unique grading system to encourage students to pursue courses outside of their normal interests or proficiencies. Our grading system eliminates the worry of taking an academic "risk" usually associated with trying something new or unfamiliar.

Grades in Honors

"A" signifies outstanding work and will compute into the student's academic GPA.

"CR" indicates satisfactory work and is not computed into the GPA, but is counted toward graduation. This allows students to take rigorous courses or to study subject areas outside their usual interest without jeopardizing their GPA.

"NC" indicates unacceptable work and is not computed into the GPA or counted toward graduation.

The Honors College grading system should not be confused with UNM's pass/fail or CR/NC grading options.

Mark Distribution

Your final grade will be based on your performance in four different areas, weighted as below:

In-class exercises/discussions (~20 total): 30%

Class presentations (two total): 20%

Written assignments (two total): 20%

Final project: 30%

I will drop the mark from the lowest graded of your submitted in-class exercises and written assignments when calculating your final score in these categories.

Each class will involve some sort of exercise/discussion, the majority of which will be handed in at the end of the class period and graded.

Class presentations will be carried out in small groups (3-4 students) and will be assigned during the second week of the semester. Each presentation will describe the diagnostic characteristics, ecology and geological time span of a major group of organisms. Presentations should be **NO MORE THAN 15 MINUTES LONG**, but can take whatever format you choose as long as you convey the requisite information: Powerpoint presentation; comedy sketch; short film; art display; educational cake

baking... Let your imaginations run wild.

There will be a minimum of four written assignments given during the course of the class. These will be in essay format and will be due at 5pm, one week after they are assigned. Assignments that are late without prior consent will be docked 30% followed by an additional 2.5% per hour late.

If you have any grading-related concerns, please come to discuss them with me at the earliest opportunity.

Student Needs

In keeping with the Rehabilitation Act of 1993 and the Americans with Disabilities Act of 1990, the University is committed to providing equal access to educational opportunities for qualified students with disabilities. The University shall provide reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, College, services, and facilities of the University.

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the semester. All discussions will remain confidential, although the Accessibility Resource Center may be consulted to discuss appropriate implementation of any accommodation requested.

Some students may wish to take part in religious observances that occur during this academic semester. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the semester to discuss appropriate accommodations.

COURSE SCHEDULE (subject to change – check back often)

Date	Class Topic	Presentation?	Reading (to be completed before lecture date)
19 th August (M)	Introduction		None
21 st August (W)	Dating isn't All it's Cracked Up to Be: Telling the Time in the Fossil Record <i>(Exercise)</i>		Burchfield, Repcheck, Knell and Lewis, GSSP Working Group 2012, Podcasts 1-4
26 th August (M)	The Origin and the Preservation of Life <i>(Discussion)</i>		Koshland, McKay, Robinson, Schopf, Podcasts 5-7
28 th August (W)	Evolution <i>(Exercise)</i>		Podcasts 8-10, Jurassic Park
2 nd September (M)	NO CLASS – LABOR DAY		
4 th September (W)	On the Origin of Species <i>(Discussion)</i>		Three from: Hart, Hausdorf, McKinnon and Taylor, Mora, Neraudeau, Zimmer, Podcasts 11-12
9 th September (M) and 11 th September (W)	Adventures in Cladistics: Evolution of the Caminalcules <i>(Exercise)</i>	1 (9 th), 2 (11 th)	Baum, O'Hara, Wheeler, Podcasts 13-16
16 th September (M)	Oxygene: Geobiological Interactions <i>(Discussion)</i>	3	Two from: Kump, Rowan, Schoene, New Worlds, Buck, Podcasts 17-18
18 th September (W)	The Cambrian Explosion and Diversification of the Metazoa <i>(Exercise)</i>	4	Marshall, Peters and Gaines, Podcast 19
23 rd September (M)	Phanerozoic Diversity and the GOBE <i>(Exercise)</i>	5	Bambach, Podcasts 20-23
25 th September (W)	NO CLASS		
30 th September (M) and 2 nd October (W)	One Small Step for a Man: Ancient Tracks and Traces <i>(Exercise)</i>	6 (30 th), 7 (2 nd)	Friedman and Brazeau, IPCC 5 Summary, Podcasts 24-28
7 th October (M) and 9 th October (W)	Taphonomy or: How I Learned to Stop Believing Palaeoecologists and Love Quantitative Analyses <i>(Exercise)</i>	8 (7 th), 9 (9 th)	Kowalewski and Flessa, Wilson, Podcasts 29-33
14 th October (M)	Life's a Beach: Palaeoenvironments	10	None

	from Fossil Assemblages (<i>Exercise</i>)		
16 th October (W)	The Big One: The End Permian Extinction (<i>Discussion</i>)	11	One from: Joachimski, Sanei, Song, Sun, Podcasts 34-36
21 st October (M)	Geological Timescale Summary (<i>Exercise</i>)	12	Review of previous podcasts
23 rd October (W)	The Wings of a Dove: The Evolution of Flight (<i>Discussion</i>)	13	One from: Bishop, Dudley and Yanoviak, Dudley et al., Heers and Dial
28 th October (M)	Skulls, they be a Changin': Tetrapod Morphometrics	14	Review podcasts 24-28
30 th October (W)	NO CLASS		
4 th November (M)	Deep Impact: The End Cretaceous Extinction (<i>Discussion</i>)	15	One from: D'Hondt, Schulte et al., McLeod, McLeod et al.
6 th November (W)	The Diversity of Life: A Summary (<i>Exercise</i>)	16	Figueirido et al., Norris et al.
11 th November (M)	Research Project		
13 th November (W)	Research Project		
18 th November (M)	Research Project		
20 th November (W)	Research Project		
25 th November (M)	Research Project		
27 th November (W)	Research Project		
2 nd December (M)	Research Project		
4 th December (W)	Research Project		

POST-WAR STUDIES: IRAQ
UHON 401-04
Spring 2015

INSTRUCTOR: Mr. Tim Goloversic
OFFICE HOURS: Class evenings 5:00 PM, after class, or by appointment
CONTACT INFO: University Honors Program, Room TBD, 554-5136, tim-goloversic@hotmail.com

DESCRIPTION:

In this course we will examine how the geographical, religious, conquests and colonialism of Mesopotamia and Islam led to the formation of the country of Iraq by a League of Nations mandate. Our studies will travel from the great schism in Islam to the current post-Iraq War situation formed in part by the implementation of the U.S. led Provisional Coalition Authority. Some questions we want to answer during our studies are: How and why did a country formed with three different distinct peoples the Sunni, Shiites, and Kurds survive? Can Iraq survive in its current form? Will the current civil war in Syria and the spread of ISIS destroy Iraq? We will research if post-war Iraq will ultimately prosper or become separate countries by analyzing the political, historical, religious, economic, and social driving factors.

LEARNING OBJECTIVES:

1. Demonstrate knowledge that integrates ideas and methods from different disciplines through analyzing, interpreting, and evaluating the political, ethnic, religious, and economic factors involved that that keep Iraq a unified country.
2. Understand the effects that nationalism, religion and ethnicity has on the peoples of Iraq.
3. Compare the modes of thought and expression between the Kurds, Sunnis, Shiites and Iraqi minorities. Use the mediums of art, television, culture, politics, and history to distinguish the cultures.
4. Be able to process research based on similar historic events involved with post-war scenarios from former colonies and occupied countries. Form logical predictive outcomes for the country of Iraq's future based on your research.
5. Use critical thinking to judge if Iraq can be used as a model to resolve other conflicts in the world by analyzing research and writing persuasive essays to support their findings.

Using the above learning objectives students will by the end of this course will have accomplished the following measurable objectives:

- Strengthened their critical and skeptical thinking skills through written and oral exercises;
- Expanded their abilities in creative thinking and problem-solving using interdisciplinary, cultural and historical contexts;
- Constructed an effective college-level analytical paper and informative presentations that include persuasive arguments based on research and characterized by original and insightful theses using knowledge that integrates ideas and methods from different disciplines.

TEXTS:

Understanding Iraq: The Whole Sweep of Iraqi History, from Genghis Khan's Mongols to the Ottoman Turks to the British Mandate to the American Occupation: William R. Polk
The Endgame: The Inside Story of the Struggle for Iraq, from George W. Bush to Barack Obama: Michael Gordon and Bernard Trainor

Iraq, Its Neighbors, and the United States: Competition, Crisis, and the Reordering of Power: Henri J. Barkey and Scott B. Lasensky

Recommended Readings:

Sectarian Politics in the Gulf: From the Iraq War to the Arab Uprisings (Columbia Studies in Middle East Politics) by Frederic M. Wehrey 2013

FM 3-24 Counterinsurgency: David Petraeus

Iraq: From War to a New Authoritarianism by Toby Dodge

Additional readings as assigned by the instructor or discovered by students during research.

Documentaries:

Islam Empire of Faith: PBS Documentary

Voices of Iraq: Documentary

The Dream of Sparrows: Documentary

Iraq in Fragments: Documentary

The Iraq War, BBC three part series.

Inside Iraq: The Untold Story.

GRADES:

Course requirements will earn up to 100 points distributed as follows:

Attendance	15 points
Participation	15 points
Free Writes	10 Points
1 Group Oral Presentation	10 points
1 Individual Essay	10 points
1 Individual Presentation	10 points
Analytical Group Papers	20 points
Analytical Group Paper Presentation	10 points

Grading scale: A = 93-100 points CR = 70-92 points NC = 0-69 points

REQUIREMENTS:

You may turn in a hard copy of papers or email me papers as a .pdf, .txt, .or any MS Office version of Word.

Attendance (15% of total grade):

Honors courses require your attendance because the majority of learning takes place in the classroom. The sharing of ideas and presentations presents opportunities to learn and discover new knowledge that you will not acquire through just reading. No distinction will be made between excused and unexcused absences. If you are going to miss class please have the courtesy to inform me through a text, email or phone call.

Participation (15% of total grade):

In order to receive a high grade in this course, participation is a must. The free flow of ideas, debate, and discussion are very important to this course. To get beyond the news bite snippets of often spun information you need to discuss research with other students. You must also be prepared with your assignments on time because you will be leading discussion sessions in class. If you are not prepared the whole class will lose valuable educational time. This means you should watch assigned documentaries, read or review all assignments prior to our discussion of those topics. Expect class discussions following the presentations from your fellow students to further expand, challenge, and develop their ideas. This

also means that in order to pass the course you should plan on spending a minimum of 3 hours for every hour spent in class or a total of 7.5 hours a week on class-related activities, such as reading assignments, watching documentaries, researching presentations, interacting with each other through drafting and revising papers, etc. All opinions in class will be respected and your ideas should be backed up with research.

Free Writing (10% of total grade)

Following documentaries or class discussion I will assign a topic that students will be required to write about. These writings will not require research but will require your analysis of the topics.

Group Oral Presentation (10% of total grade):

During the first week of class, you will be assigned to a group to research and present information to your classmates on the topic of the week.

The presentation must include the following material:

1. A thorough discussion of the assigned topic presented in a logical sequence including the background and any contemporary issues.
2. The effects of your topic on Iraq and the ethnic groups involved.
3. Your ideas and thoughts on how these events may affect the future outcome of Iraq.
4. Bibliography: Provide a list of the sources your group used for its presentation. The bibliography must include a minimum of five sources. Only two sources can be from the assigned texts and at least one of your sources must come from actual books or journal articles. Your group's bibliography must be formatted to any acceptable style e.g. MLA, APA, etc.

You will have 30 minutes for this oral presentation plus an additional 15 minutes for discussion/questions.

The exercise of preparing and presenting will prepare you for real world situations in the future whether it is presenting a paper at a conference or applying for a job. Work at being comfortable during your presentation and addressing your audience. The better prepared that you are; the more comfortable you will be speaking in front of an audience.

I encourage using multi-media to enhance your presentation. Don't forget that the majority of our communication happens through our visual sense. Fellow students may be required to free write their ideas garnered from your presentation and discussion.

Individual Essay and Individual Presentation (10 points each)

Every student will research and analyze an assigned topic, turn in an essay, and present their research findings to the class. Essays will have a minimum of four sources and only two can come from the required readings. Be prepared to facilitate a guided discussion following your presentation. Fellow students may be required to free write their ideas garnered from the presentation and discussion.

Analytical Group Paper (20 Points) Presentation (10 Points).

Student groups will present their findings in a document modeled after an internal governmental white paper consisting of a one page executive summary with an additional 10 to 12 pages of writing. I will accept MLA, APA, or any accepted collegiate format.

For the final paper students will be divided into groups of three and assigned specific topics/ethnic groups to research about post-War Iraq deciding if the region will ultimately prosper by analyzing the civil war, political, historical, religious, economic, and social driving factors that currently affect the middle-east region. Students will use critical thinking to derive conclusions on whether Iraq will remain a country or if breaking up into individual countries would be positive for the region and peace. The paper will also include persuasive arguments based on research and characterized by original and insightful theses using knowledge that integrates ideas and methods from different disciplines. The focus of the research will be to make recommendations to an organization such as the United Nations or State Department about the effectiveness of using the former Iraq as a model to peacefully end other ongoing conflicts.

The paper will address if there are lessons learned can be applied to other regions of the world to help end wars. The paper will include the student's predictions how some of these topics: political, ethnic, religious, military, educational, debt redistribution, economic, social, or cultural issues affected the region based on their research and findings.

Student groups will present presentations based on their findings that include arguments to support their recommendations. Plan on a thirty minute presentation followed by a thirty minute question/discussion session.

The exercise of preparing and presenting will prepare you for real world situations in the future whether it is presenting a paper at a conference or applying for a job.

Student self-evaluation:

1. *Individual essay and presentation*: 1-3 sentences discussing its strengths and what you could have done to improve your work;
2. *Group Oral Presentation* – Evaluate your portion of the oral presentation, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what you personally could have done to improve the presentation.
3. *Individual assessment*: - What is the most important thing you learned in this class? What were your strengths? Where can you improve your performance?

POLICIES and SUGGESTIONS:

Classroom Behavior:

All cell phones will be on silence (not vibrate: check it during the break), if your laptop is open it is only to take notes, if you have a pager the 1990s called and wants it back, pay attention to your fellow students when they present their work. Each and every one of you put a lot of effort into your work and deserves respect for your effort.

You may express any idea you wish in class, as long as you back it up with evidence and not pure emotion. While unsupported opinions may be acceptable in conversations with friends, they are not acceptable in academic discourse that is focused on encouraging critical thinking skills based on facts.

Grades and Absences

If you follow the syllabus and show effort along with quality work will earn a CR.
Exceptional work will earn an A.

If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.

I do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.

Incompletes will be given only if you complete work through the 12th week with a passing grade.

Written Work

Group analytical papers will be turned in at the week 15 class session. Up to one week after the due date I will accept papers with a 10% grade reduction.

Essays or projects turned in one week late will have two points automatically deducted for each class period they are late.

If you miss your assigned week for your class presentation you may not have the opportunity to make up the assignment. If this happens you may potentially not receive credit for your work.

All papers and written portions of projects must: Be typed (12 point Times or similar), double spaced, 1" margins, using a 8½" x 11" set up, all pages numbered and stapled; Include your name, date, and assignment on the first page above an appropriate paper title. I will accept papers emailed to me in any version of MS Office or Adobe or as a hard copy.

Include a bibliography formatted according to the latest *MLA Handbook for Writers of Research Papers* or another accepted format.

Keep copies of all work you turn in for a grade in case something gets lost or misplaced.

Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of academic dishonesty. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a zero for the assignment and most likely a NC for the course.

Special Circumstances

Students with disabilities or other circumstances are encouraged to see me as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.

Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with me personally and provide written documentation.

SYLLABUS (subject to change):

You are expected to read all assignments before class. Start early on your assignments so that you have plenty of time to learn the information. Cramming the night before will not be beneficial to your learning experience or your input to the class.

Week:	Topic	Assignments and Notes
Pre-Class	Start to read the Understanding Iraq	Every week each student will research the assigned topic and turn in a reference list with at least two references. Be prepared

		to discuss your findings with the class.
Week 1:	<ol style="list-style-type: none"> 1. Introductions. 2. Review Syllabus 3. Assign Groups: Shiite, Sunni, and Kurd. 4. Assign presentations 5. Islamic History 	<ol style="list-style-type: none"> 1. Watch the PBS Documentary: Islam Empire of Faith 2. Free write two pages: What caused the great schism in Islam? How did Islam successfully spread? What were the two main branches to come from the rift?
Week 2:	<ol style="list-style-type: none"> 1. Class discussion on Shiites and Sunnis free write assignment. 2. Ancient and Islamic Iraq. 	<ol style="list-style-type: none"> 1. First two individual presentation.
Week 3: last day to drop with 100% refund.	<ol style="list-style-type: none"> 1. Iraq under and after British rule (revolutionary). 2. State vs. Religion vs. Ethnic vs. Tribe 	<ol style="list-style-type: none"> 1. Two individual presentations.
Week 4:	<ol style="list-style-type: none"> 1. How did Saddam Hussein become dictator? 2. Iraq under Saddam Hussein. 	<ol style="list-style-type: none"> 1. Two individual presentations. 2. Fifteen minutes of free writing followed by discussion.
Week 5:	<ol style="list-style-type: none"> 1. Desert Storm and sanctions. 2. Operation Iraqi Freedom 	<ol style="list-style-type: none"> 1. Start reading: The End Game
Week 6:	<ol style="list-style-type: none"> 1. Iraq in Fragments Documentary. 2. Discuss the documentary commentary. 3. Free write for fifteen minutes. 	<ol style="list-style-type: none"> 1. Two individual presentations.
Week 7:	<p>Dismantling and Rebuilding:</p> <ol style="list-style-type: none"> 1. Coalition Provisional Authority. 2. Iraq Army and Police. 3. The post-war De-Baathification. 	<ol style="list-style-type: none"> 1. Three individual presentations. 2. Watch Documentary: The Voices of Iraq.
Week 8 Spring Break.	<ol style="list-style-type: none"> 1. Discuss the documentary. Political Issues: <ol style="list-style-type: none"> 1. New Government and Constitution. 2. Iraq's neighbors: Alliances, enemies, and aid. 	<ol style="list-style-type: none"> 1. Two individual assignments.
Week 9:	<ol style="list-style-type: none"> 1. Economic and trade issues. 2. Education and environment. 	
Week 10:	<ol style="list-style-type: none"> 1. Watch: The Iraq War BBC. 2. Discuss and free write fifteen minutes in class. 	<ol style="list-style-type: none"> 1. Watch The third segment in The Iraq War documentary. 2. Two group presentations.
Week 11:	<p>Governance: Security, services, the economy, internal alliances.</p> <ol style="list-style-type: none"> 1. The Kurds 2. The Sunnis and Sadr 	<ol style="list-style-type: none"> 1. Two group presentations.
Week 12:	<ol style="list-style-type: none"> 1. Iraq Government: The Shiites 	<ol style="list-style-type: none"> 1. Two group presentations.

last day to drop without Dean's approval	2. Al Qaeda in Iraq and ISIS.	
Week 13:	1. Iraqi Military, ethnic militias, and Police Force 2. The Iraqi Oil Economy: Oil law, resources, and revenue sharing.	1. Teacher led discussion the next week's topics. 2. Each group prepare to debate your positions with the other groups.
Week 14:	1. U.S. Military departure 2. Role of the U.S. Dept. of State 3. SOFA 4. Discuss China and oil. Iran is the biggest ally 5. Syrian war spreading to Iraq 6. The debate challenge: Shia, Shiite, and Kurds superiority	1. We will discuss, debate, and free write on this issue. Hand out self evaluations.
Week 15:	Student Paper Presentations	Turn in self evaluations
Week 16	Student Paper Presentations	Debate and discuss.
	NO CLASS FINALS WEEK	

Turning the Weird Pro: The Craft of Narrative Journalism

400.007

Tuesdays and Thursdays 11:00—12:15

Room 16

Professor Amaris Ketcham

Office 17A, Hours: TR 12:30-2:30 p.m. and by appointment

ketchama@unm.edu; 277-4351

“When the going gets weird, the weird turn pro.” – Hunter S. Thompson

Gonzo, the art of hanging out, full immersion—the internal experience of external events and subcultures unfurls on the page in new journalism. Critics call it stunt journalism or playing tourist, but this research strategy involves using your life as an experiment, a baseline and leaping point into a wider experience of existence through which the writer learns more about him- or herself and the surrounding world. In this course, we will investigate narrative journalism through readings, writing, and action.

We will work on acknowledging subjectivity, placing the journalist within the writing, conducting interviews, and reconstructing scenes, characters, and dialogue.

We will enter narrative journalism as participants, and challenge ourselves to undergo a change for thirty days in the form of a self-initiated and vetted life experiment. You may find yourself entering the fixed gear cyclist community, trying out a paleo-diet, becoming a guru, or befriending a ten-year old.

Our reader will include Hunter S. Thompson (“The Kentucky Derby is Decadent and Depraved”), Gay Talese (“Frank Sinatra Has a Cold”), Susan Orlean (“American Male at Age Ten” and “Lifelike”), Herodotus (selections from *The Persian Wars*), John Jeremiah Silva (“Upon This Rock”), Joan Didion (“The White Album”), Phillip Gourevitch (“After the Genocide”), John D’Agata (“What Happens There” and selections from *Lifespan of a Fact*), Sarah Vowell (Selections from *The Wordy Shipmates*).

Craft essays within the reader will include: Aristotle (selections from *Poetics*), Lee Gutkind (selections from *Keep It Real*), Robin Hemley (“The Art of Immersion”), Dinty W. Moore (“On Becoming an Excellent Writer” and “On Publication, Rejection, and Being Stubborn”), Tom Wolfe (“The Birth of New Journalism”).

Plus students will read two books:

Dave Eggers (*Zeitoun*) and John McPhee (*The Pine Barrens*).

Films: *Kumare*, *Supersize Me*.

Requirements include attendance, active participation in discussions, a life experiment proposal, two papers, substantial research and reflection, public reading, and one life experiment.

Student Learning Objectives:

- Analyze, critically interpret, and evaluate examples of narrative journalism within their interdisciplinary, cultural, and historical contexts;
- Construct publishable creative nonfiction articles with narrative arcs, developing tension through scene and syntax, keeping the audience engaged with the text, acknowledging the author's stance within the text;
- Increase writing proficiency through creative essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling;
- Criticize peer writing in an effort to improve the integrity of the work based on the goals of the individual piece;
- Integrate ideas and methods from different disciplines, including anthropology, sociology, linguistics, journalism, and creative writing.

Grades:

You will earn up to 100 points for this course. Points are distributed as follows:

Attendance/Participation	15 points
Short Writing Assignments	10 points
Proposal	5 points
Annotated Bibliography	5 points
Essay One	15 points
Essay Two	15 points
Critiques	15 points
Public Reading	15 points
Final Reflection Paper	10 points

Grading scale: A = 93-100 points, CR = 75-92 points, NC = 0-74 points

Participation

It is imperative that you come to class, remain alert, and participate generously in discussions. When someone else is speaking, make eye contact.

Please note that no distinction will be made between excused and unexcused absences. I will not drop you from the class; you must drop yourself.

Proposal

A four-page summary of what you plan to investigate. Think of it as an audition. The proposal should give a sense of your writing style. Contextualize the story and give a

sense of the stakes involved. Write one-to-two paragraphs about what you plan to do and how you plan to accomplish it. Include a couple resources you already have in mind. Keep in mind that your project must be interdisciplinary; outline the disciplines your research will address. If you have access to experts, make that known in your proposal.

!Ojo! This is a vetting stage. Professor Ketcham reserves the right to reject your proposal. If your proposal appears potentially harmful or hurtful, your life experiment will not be accepted. For experiments that involve changes to health (such as rock climbing or attempting a Whole 30 nutritional program), you will first need to consult your physician. And provide a doctor's statement with you proposal.

Annotated Bibliography

List citations for 8-10 sources that you will be using. For each source, write three sentences detailing what content the article or book covers, how it is related to your topic and will be used in your paper. You are not to use websites or webpages. Use MLA-style citations.

Short Writing Assignments

Throughout the semester, we will have several short writing assignments. These are designed to help you work on your essays by focusing your attention to specific areas of observation. For example, the sociolinguistics assignment will help you train your ear to listen for specific words (or specific definitions of words) used in a subculture; e.g. a "black cloud" is an E.M.T. who always receives life-threatening calls during a shift, whereas a "white cloud" may receive more calls for indigestion than anything else. There will be 10 short writing assignments throughout the semester; hence, they are worth one point apiece.

Immersion Essays

Your essays will practice what Gay Talese called "the art of hanging out." See if you can find a person or group of people who embody your life experiment and profile them as a way to enter your topic. Hanging out requires patience and perseverance—spend quality with your subject. Try being in the background, acting as "a fly on the wall." The essays must include research. These must include reflection—i.e. you, as a participant, analyzing your topic. Risk wisdom. See the reader for more detail. Each immersion essay will be 2,500 words long (10 pages; Times New Roman; 12 pt. font; 1 inch margins; NO LINE BREAKS).

Workshop and Critiques

We will have workshop days during the semester. Each person will sign up for one workshop slot where they will benefit from the full attention of the class. To prepare for these workshops, you must read each piece critically. Prepare an elevator pitch for the piece. Note passages that work well and why they work well. Develop recommendations for the author to strengthen the work. You will be e-mailed a Peer Review Sheet to act as your guide.

Public Reading

Even though writing is a solitary activity, writers are expected to “give readings.” At these readings, they present recent work. For this presentation you will be giving a public reading. Spend a couple minutes (3-5) talking about the piece, your motivation for writing it, your methods of research, and setting context for the portion you will read. Read from your paper (8-10 minutes). You do not have to read the whole paper—most of your papers will be ten pages long, so you may want to read just a selection. A rule of thumb is two minutes a page. Save time to answer one or questions quickly (3-5 minutes). You will be given 17 minutes to talk. This is a fairly standard time to present work—just as three people may share an hour time slot at a conference. (You might be thinking about presenting these papers at the UNM Creativity and Research Symposium. Maybe some of your fellow classmates’ writings would pair well with your paper and you can create a panel. A class panel presentation looks excellent on a CV.) I will grade this presentation on presence (awareness of audience, vocal control and variance, physical command of stage) and content (depth, clarity, and organization of what you say and what you select to read).

Final Reflection Paper

At the end of the semester, you will write a final, 5-page reflective paper. Think about the entire semester’s experience to analyze and discuss the methods that have been the most valuable to you as well as those that have most challenged you. Work to form a constructive and honest examination of your own personal experience during your immersion. In addition, incorporate suggestions for any changes you feel would improve this course for future students. Requirements: 1200 words or 5 pages; Times New Roman; 12 pt. font; double-spaced; 1 inch margins.

A Note on Plagiarism

Plagiarism, copyright violation, and academic dishonesty are not tolerated. Not only are these acts in violation of university policy, but this class encourages you to be creative, not to use someone else’s words, ideas, graphics, etc. If you plagiarize, you will immediately receive a NC for the course and be reported to the Dean of Students.

Special Circumstances

Any student who feels s/he may need an accommodation based on the impact of a disability or unusual circumstance should contact me privately to discuss your specific needs.

Week 1

Review syllabus; discuss expectations.
Who are we and what are we interested in?

“Reporting for Story”

Discuss ideas for an immersive life experiment.

Short writing assignment: Interview a classmate. Post to Sandbox by Monday.

Week 2: What is narrative journalism?

“The Birth of ‘The New Journalism’ Eyewitness Report”

“Frank Sinatra Has a Cold”

Discuss types of stories: the investigation, the reenactment, the quest, the experiment, and the infiltration.

Proposals due.

“The Art of Immersion”

Selections from *Keep It Real*

Short writing assignment: Interview a stranger. Post to Sandbox by Monday.

Week 3: The art of hanging out.

“American Male at Age Ten”

“Lifelike”

Discuss proposals.

Short writing assignment: the telling detail. Post to Sandbox by Monday.

Week 4: Immersion.

The Pine Barrens

Annotated bibliography due.

Discuss ways to interview.

Short writing assignment: Develop twenty informed or personal questions for interview for Essay 1. Post to Sandbox by Monday.

Week 5: Ethics.

“What Happens There” and selections from *Lifespan of a Fact*

“The Line Between Fact and Fiction”

“The Uncivil War over the Memoir”

“After the Genocide”

Short writing assignment: Transcribing versus Summarizing Dialogue. Post to Sandbox by Monday.

Week 6: Ethics.

selections from *The Persian Wars*

“The Kentucky Derby is Decadent and Depraved”

“Upon This Rock”

Short writing assignment: Sociolinguistics Writing Assignment due to Sandbox by Monday.

Begin immersions

Week 7

“The White Album”

Selections from *The Wordy Shipmates*

Immersion reports

Week 8

Essay 1 Due

Kumare

Immersion reports

Short writing assignment: POV. Post to Sandbox by Monday.

Week 9

Workshop Essay 1

Critiques due.

Immersion reports

Short writing assignment: Rewrite a passage from your paper in imitation of an author we’ve read. Post to Sandbox by Monday.

Week 10

Workshop Essay 1

Critiques due.

Immersion reports

Short writing assignment: Revision Overhaul versus Line Level Revision. Post to Sandbox by Monday.

Week 11

Zeitoun

Week 12

Essay 2 Due

Supersize Me

Week 13

Workshop Essay 2

Critiques due.

Week 14

Workshop Essay 2

Critiques due.

Week 15

Public Reading

Short writing assignment: Understanding markets. Which piece will you submit for publication, where you will submit it, and why does this piece work best for this publication? Post to Sandbox by Monday.

Week 16

Public Reading

Reflection Paper Due.

UNM Honors College
Academic Program Review

Appendix I
Assessment

**Template
Academic Program
Assessment of Student Learning Plan
Honors College
University of New Mexico**

Instructions:

This template needs to be filled out only once (reviewed and updated every few years as necessary). It needs to be filed on the Honors College shared drive.

Academic Program
Plan for Assessment of Student Learning Outcomes
Honors College
The University of New Mexico

A. College, Department and Date

Honors College, August 2015

B. Academic Program of Study*

Honors College offers one BA: BA in Interdisciplinary Liberal Arts

C. Contact Person(s) for the Assessment Plan

Dr. Sarita Cargas, cargas@unm.edu and Renee Faubion, sanren@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

We do not have broad learning goals yet. We have a long-standing list of goals but they overlap with our PSLOs and aren't really written in the format of broad learning goals. We will continue our faculty conversation about developing them.

2. List of Student Learning Outcomes (SLOs) for this Degree.

1. Demonstrate effective written communication.

UNM Goals (Knowledge Skills Responsibility)

2. Demonstrate effective oral communication.

UNM Goals (Knowledge Skills Responsibility)

3. Apply critical thinking to problems and topics.

UNM Goals (Knowledge Skills Responsibility)

4. Apply creative thinking to problems and topics.

UNM Goals (Knowledge Skills Responsibility)

5. Integrate knowledge, technologies, and skills from different disciplines to address problems and topics.

UNM Goals (Knowledge Skills Responsibility)

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Adapted from Kansas State University Office of Assessment

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. **Timeline for Assessment**

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	SLOs 1, 3, 4, 5 (every fall)
Year 1, Spring	(We assess core in the spring only.)
Year 2, Fall	
Year 2, Spring	
Year 3, Fall	SLO 2 (oral communication)
Year 3, Spring	

2. **How will learning outcomes be assessed?**

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

SLO 1, 3, 4, 5 assessed in essays in the 100 and 400 level courses.

SLO 5 also assessed by a questionnaire in the 100 legacy classes and in the senior exit questionnaires.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessment@unm.edu for clarification. You should have **both direct and indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*

The essays are direct measures and questionnaires indirect.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, include them as appendices.*

See appendices.

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your

Adapted from Kansas State University Office of Assessment

program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

We'll assess all the students. We are not sampling.

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

Every faculty teaching the courses being assessed each year will be involved. This means all legacy faculty and all those teaching 400s will be involved in assessment every year. *Those teaching 300s will be involved in assessment every three years.*

2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy**...in the interest of improving student learning.*

The assessment data will be reviewed by those faculty teaching the courses being assessed and together they will discuss changes in the curriculum or pedagogy that are deemed necessary.

3. *How, when, and to whom will recommendations be communicated?*

PSLOs will be assessed only in the fall. The results will be collected in December and discussed in January faculty meetings. Minutes will be taken and kept on the honor's shared drive.

Appendices: 3 rubrics used in legacy assessments. 1 rubric for 400 assessment. (Need rubric for analyzing the senior exit questionnaires.

Concept Questionnaire Assessment Rubric – Legacy Courses (Assessment #1)

This rubric will be used at the beginning of students' work in Honors to gauge their understanding of the concepts of academic discipline and interdisciplinarity. Please use the criteria below to assess students' responses to the Concept Questionnaire, which should be completed by all students during the first week of class. (These exact questions are also on the senior exit questionnaire.)

Areas Evaluated	Does Not Understand	Defines Correctly	Shows Sophisticated Understanding
1. Description of elements helping to define an academic discipline	<input type="checkbox"/> Confuses academic discipline with personal discipline (or demonstrates confusion in some other way)	<input type="checkbox"/> Mentions at least one of the following (or uses appropriate synonyms): common vocabulary; central texts; data germane to field; specific methods; a particular branch of knowledge	<input type="checkbox"/> Mentions more than three characteristics defining discipline identified under "Defines Correctly" category (again, appropriate synonyms are acceptable)
2. Definition of "interdisciplinary"	<input type="checkbox"/> Does not mention integration or mistakes "multidisciplinary" ¹ for "interdisciplinary"	<input type="checkbox"/> Makes use of the concept of integration	<input type="checkbox"/> Makes use of the concept of integration and includes a useful example
3. How might you integrate disciplines? Try to provide an example to illustrate this process.	<input type="checkbox"/> Lacks a meaningful or relevant explanation or example	<input type="checkbox"/> Refers to a process such as synthesis, integration of multiple points of view (lenses, perspectives), or drawing connections between disciplines, even if their comments are rather vague	<input type="checkbox"/> Goes beyond vague comments to suggest both conceptual understanding and a specific example
Additional Comments			

¹ "Multidisciplinarity" refers to the application of several disciplines to a subject or problem without considering how those two disciplines might be integrated; "interdisciplinary" adds the notion of **integration**—synthesizing the two or more disciplines somehow, rather than simply applying two or more disciplines.

2015 – 2016 Short Essay Assessment Rubric – Legacy Courses
(Assessment #2)

*This rubric should be used to evaluate the short essay assignment; however, if faculty chose to do so and the assignment is appropriate, they may use this rubric to evaluate the longer essay, **in addition to** the separate rubric for that assignment (Assessment #3). In such cases, the short essay need not be assigned.*

Areas Evaluated	Does Not Understand	Shows Understanding
<p>1. Mentions two disciplines (No need to address integration at this level; an understanding of multidisciplinary, as opposed to interdisciplinarity,¹ is acceptable at this level)</p>	<input type="checkbox"/> Paper does not discuss two disciplines	<input type="checkbox"/> Paper discusses two disciplines
<p>Additional Comments</p>		

¹ “Multidisciplinarity” refers to the application of several disciplines to a subject or problem without considering how those two disciplines might be integrated; “interdisciplinary” adds the notion of **integration**—synthesizing the two or more disciplines somehow, rather than simply applying two or more disciplines.

UNM Honors College
Academic Program Review

Appendix J
Writing Workshops

Writing Lab Description

Dr. Sheri Karmioli, faculty coordinator

The Freshman Legacy Writing Lab is a series of 1-hour workshops that will focus on areas of essay writing where students most often have problems. Each of the proposed workshops includes student exercises, activities, and handouts.

During weeks 2-9, every Legacy student will attend one of 23 scheduled workshops: Basics of Essay Structure—How to Write a College Paper & Creating Effective Thesis Statements & Introductions.

During weeks 10-14, any student who needs additional help or whose professor requests additional instruction, will attend a second workshop: Revising Essays, Paragraph Structure, Effective Closing Arguments, and Citing Sources. There are 10 workshops scheduled during the second half of the semester.

Students will also be encouraged to meet with their professors during regularly scheduled office hours for additional help with writing and or revising essays. If requested, Dr. Karmioli will meet with students who need additional help beyond the one hour scheduled writing lab.

UNM Honors College
Academic Program Review

Appendix K
Results of the CLA+

Spring 2015 CLA+ Results

Institutional Report

University of New Mexico, Honors College



cla+

EXECUTIVE SUMMARY

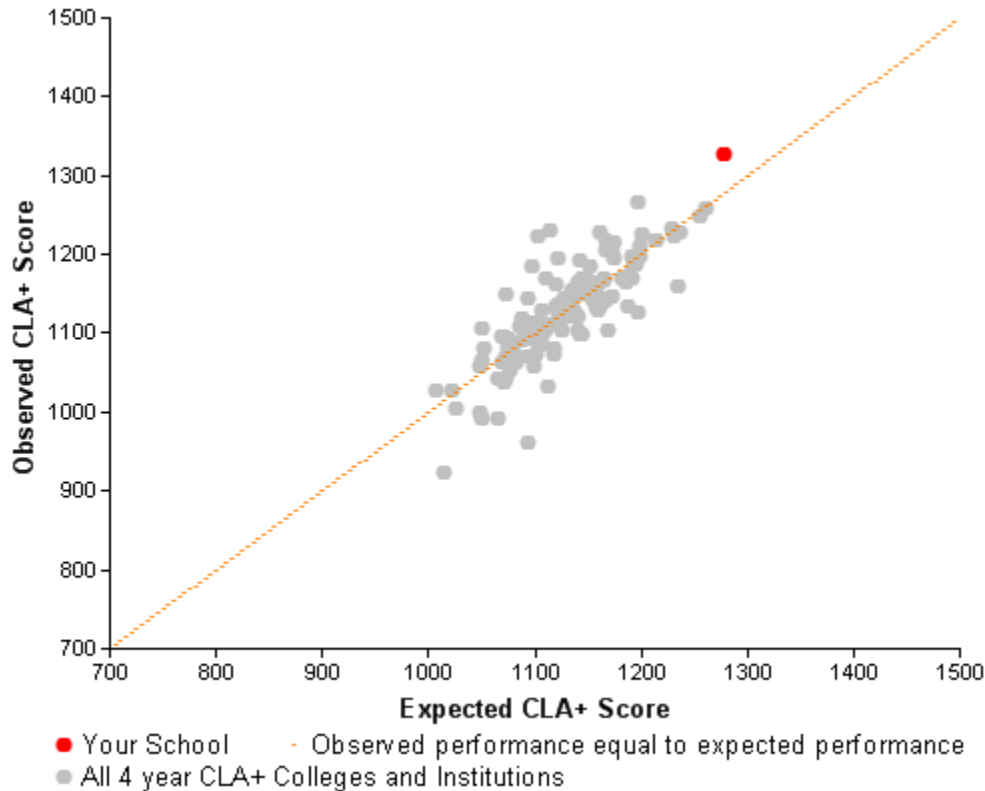
CLA+ has two primary uses. The first use—helping institutions estimate their contributions to the development of students’ higher-order thinking skills—is achieved through growth estimates, as well as overall evidence of students’ competency in critical-thinking and written communication. The second use highlights these skills for individual students; CLA+ results provide a valuable tool for potential employers and graduate schools to ascertain the depth of a student’s critical-thinking and written-communication skills. With CLA+ Career Connect, those results become accessible and actionable. CLA+ Career Connect gives students a leg up in today’s competitive job market, enabling them to: post electronic badges verifying their performance to LinkedIn or other social networking profiles; attend exclusive career fairs with prominent employers; and feature their results on digital credential profiles.

CLA+ results are a powerful tool for assessing students’ critical-thinking and written communication skills, measuring growth on these skills, and determining how your institution compares to other colleges and universities using CLA+.

University of New Mexico, Honors College has a freshman Total CLA+ score of **1263**; this score is greater than or equal to the average freshman score at **99%** of CLA+ schools. A score of 1263 demonstrates **Accomplished** mastery of the critical-thinking and written-communication skills measured by CLA+.

University of New Mexico, Honors College's senior Total CLA+ score is **1327**, which is better than or equal to the average senior score at **99%** of CLA+ schools. A score of 1327 signifies **Accomplished** mastery of the skills measured by CLA+.

Given the mean CLA+ performance of University of New Mexico, Honors College's freshmen and the entering academic ability of its seniors University of New Mexico, Honors College's value added is **Above** what would be expected relative to schools testing similar populations of students.



In addition to the information provided here, key metrics contained in this report include Mastery Levels, subscores, growth estimates, and percentile rankings:

Mastery Levels

CLA+ Mastery Levels allow distinctions in student performance relative to students' proficiency in critical thinking and written communication. These levels contextualize CLA+ scores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level—Below Basic, Basic, Proficient, Accomplished, and Advanced—corresponds to specific evidence of critical-thinking and written-communication skills.

CLA+ Subscores

In addition to total scores, there are six subscores reported across CLA+. The Performance Task—an essay-based section of the exam—is scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses. Selected-Response Questions are also scored in three areas: Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument. These subscores are scored based on the number of correct responses that students provide.

Growth Estimates

The institutional report contains two types of growth estimates: effect sizes and value-added scores.

Effect sizes characterize the amount of growth shown across classes, and are reported in standard deviation units. (Standard deviation is a measure of the distance between the mean, or average, and all other values in a score set.) Effect sizes are calculated by subtracting the mean scores of the freshmen from the mean scores of each subsequent class and dividing these amounts by the standard deviation of the freshman scores.

Value-added scores provide estimates of growth relative to other CLA+ schools. Specifically, value-added scores—also reported in standard deviation units—indicate the degree to which observed senior mean CLA+ scores meet, exceed, or fall below expectations as established by two factors: the seniors' entering academic ability (EAA) and the mean CLA+ performance of freshmen at the school, which serves as a control for any selection effects not addressed by EAA.

Percentile Rankings

Percentile rankings allow for normative interpretations of your students' performance. These rankings are provided for your students' CLA+ scores, as well as for your institutional value-added scores, and indicate how well your institution performed relative to other CLA+ colleges and universities. Percentile rankings indicate the percentage of CLA+ institutions whose scores are equal to or less than your own.

Please see Sections 1–6 for a full set of institutional results.

In addition to your institutional results, your CLA+ institutional report includes a wide variety of information related to the measurement of higher-order thinking skills. Each section and appendix builds on the next to provide you with a full appreciation of how the CLA+ can support the educational mission at your school. The CLA+ institutional report's appendices include information to help you learn about CLA+ measurement, understand relevant statistical concepts, interpret your school's data, examine your performance in relation to performance at other CLA+ schools, and use CLA+ data to enhance student learning at your school.

TABLE OF CONTENTS

Your Results

1	Summary Results, by Class	p. 2
2	Distribution of Mastery Levels	p. 3
3	Value-Added Estimates	p. 4
4	CLA+ Subscores	p. 5
5	Student Effort and Engagement	p. 6
6	Student Sample Summary	p. 7

Appendices

A	Introduction to CLA+	p. 8
B	Methods	p. 10
C	Explanation of Your Results	p. 12
D	Results Across CLA+ Institutions	p. 16
E	Institutional Sample	p. 20
F	CLA+ Tasks	p. 24
G	Scoring CLA+	p. 27
H	Mastery Levels	p. 28
I	Diagnostic Guidance	p. 30
J	Scaling Procedures	p. 31
K	Modeling Details	p. 33
L	Percentile Lookup Tables	p. 37
M	Student Data File	p. 38
N	Moving Forward	p. 39
O	CAE Board of Trustees and Officers	p. 40

SECTION 1: SUMMARY RESULTS, BY CLASS**Number of Students Tested, by Class**

Freshmen: 51 Sophomores: N/A Juniors: N/A Seniors: 11

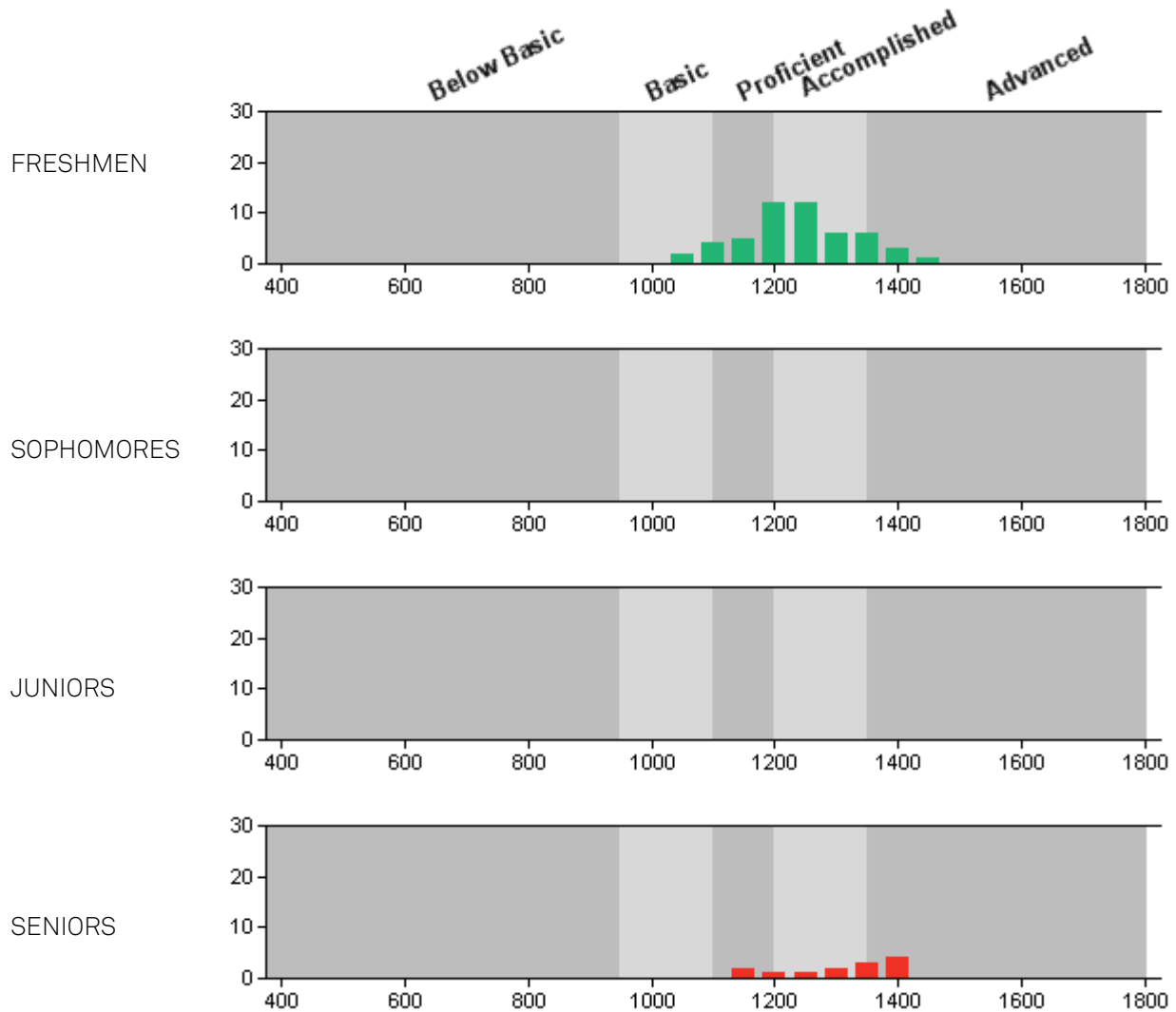
Summary CLA+ Results, by Class

		MEAN SCORE	STANDARD DEVIATION	25 TH PERCENTILE SCORE	75 TH PERCENTILE SCORE	MEAN SCORE PERCENTILE RANK	EFFECT SIZE V. FRESHMEN
TOTAL CLA+ SCORE	Freshmen	1263	92	1203	1321	99	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1327	102	1245	1417	99	0.70
PERFORMANCE TASK	Freshmen	1253	126	1148	1348	99	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1330	147	1232	1422	99	0.61
SELECTED- RESPONSE QUESTIONS	Freshmen	1273	110	1185	1358	99	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A	N/A
	Seniors	1324	137	1219	1459	99	0.46
ENTERING ACADEMIC ABILITY	Freshmen	1311	90	1260	1380	99	--
	Sophomores	N/A	N/A	N/A	N/A	N/A	--
	Juniors	N/A	N/A	N/A	N/A	N/A	--
	Seniors	1305	97	1260	1340	99	--

University of New Mexico, Honors College has a senior Total CLA+ score of **1327** and percentile rank of **99**. The corresponding Mastery Level for this score is **Accomplished**.

SECTION 2: DISTRIBUTION OF MASTERY LEVELS

Distribution of CLA+ Scores, by Mastery Level



Mastery Levels, by Class

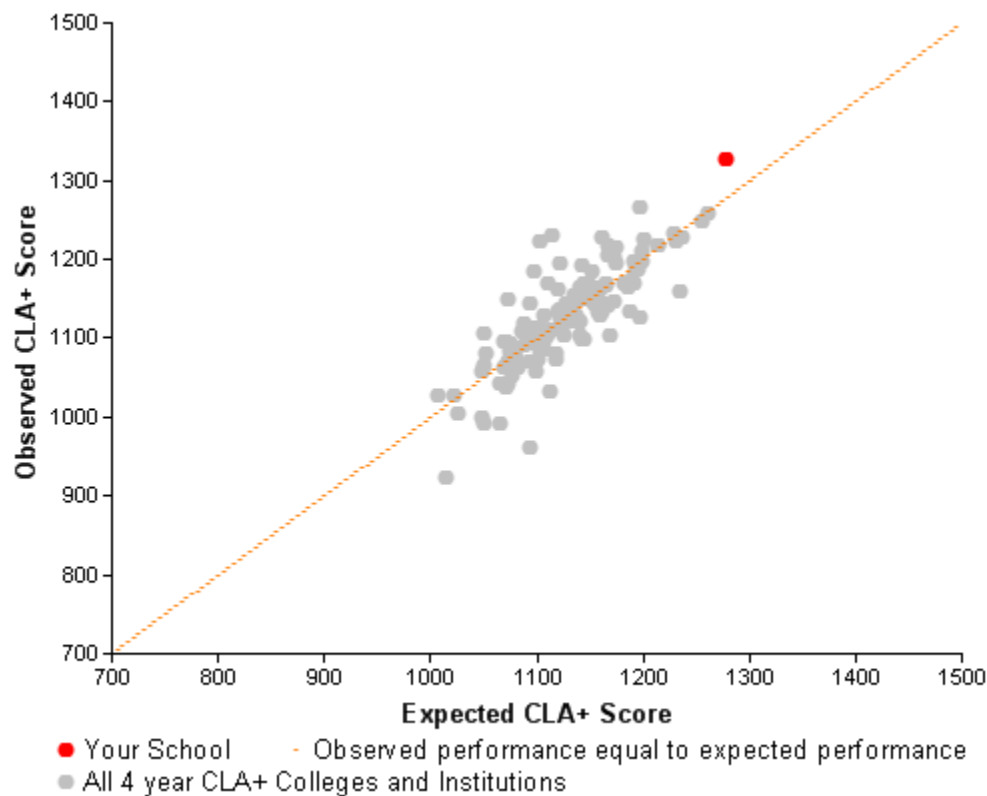
	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ACCOMPLISHED	PERCENT ADVANCED
Freshmen	1263	Accomplished	0	4	27	55	14
Sophomores	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Juniors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Seniors	1327	Accomplished	0	0	18	36	45

SECTION 3: VALUE-ADDED ESTIMATES

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
Total CLA+ Score	1277	1327
Performance Task	1263	1330
Selected-Response Questions	1285	1324

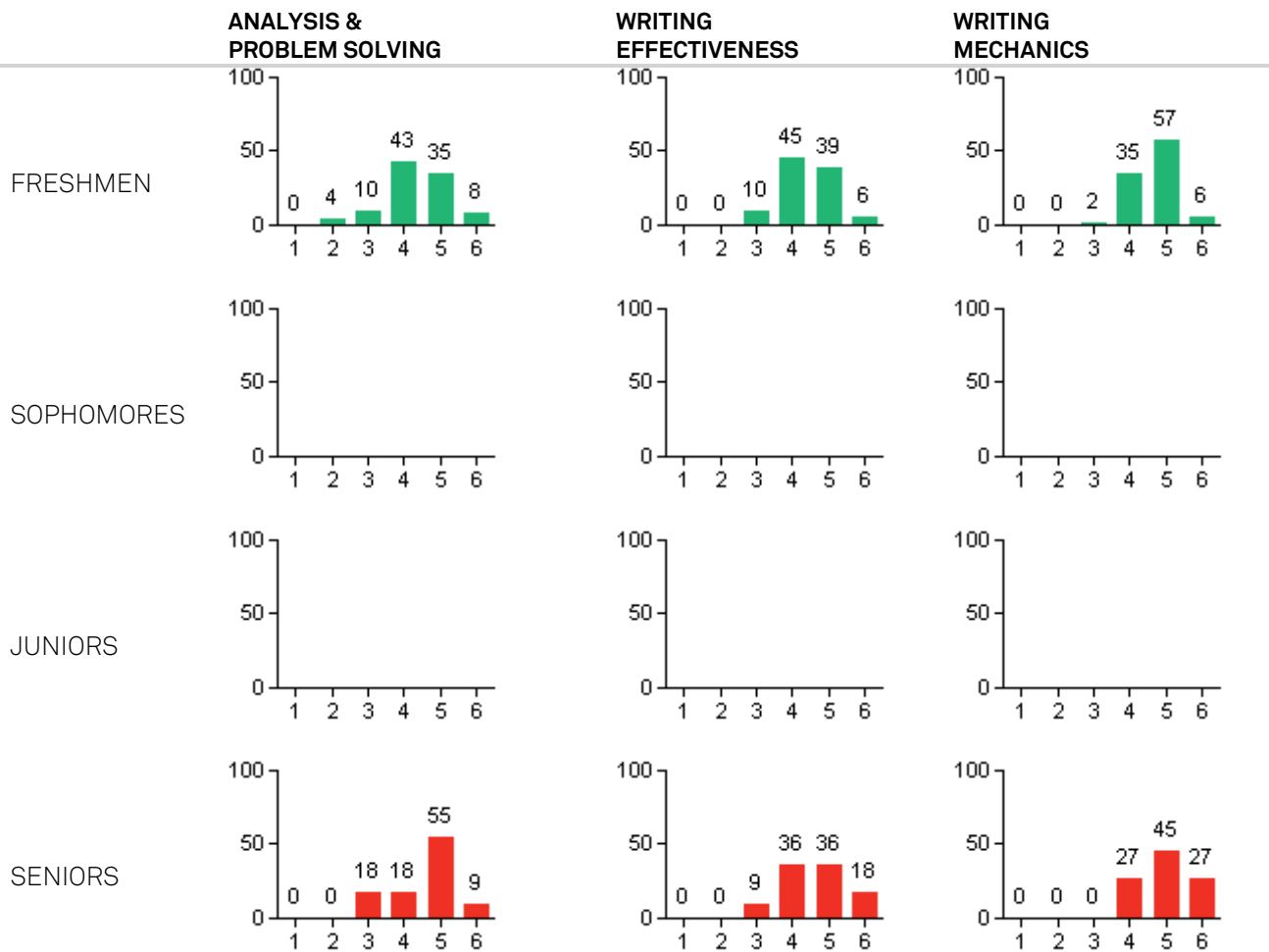
	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
Total CLA+ Score	1.15	Above	88	0.07	2.23
Performance Task	1.28	Above	91	0.16	2.40
Selected-Response Questions	0.89	Near	80	-0.25	2.03

Expected vs. Observed CLA+ Scores



SECTION 4: CLA+ SUBSCORES

Performance Task: Distribution of Subscores (in percentages)



NOTE: The Performance Task subscore categories are scored on a scale of 1 through 6.

Selected-Response Questions: Mean Subscores

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score
FRESHMEN	595	512	672	607	583	627	589	542	611
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	642	551	712	592	511	633	634	604	683

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

SECTION 5: STUDENT EFFORT AND ENGAGEMENT**Student Effort and Engagement Survey Responses**

How much effort did you put into the written-response task/ selected-response questions?

		NO EFFORT AT ALL	A LITTLE EFFORT	A MODERATE AMOUNT OF EFFORT	A LOT OF EFFORT	MY BEST EFFORT
PERFORMANCE TASK	Freshmen	0%	4%	25%	37%	33%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	0%	0%	36%	18%	45%
SELECTED-RESPONSE QUESTIONS	Freshmen	0%	12%	31%	33%	24%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	0%	0%	27%	45%	27%

How engaging did you find the written-response task/ selected-response questions?

		NOT AT ALL ENGAGING	SLIGHTLY ENGAGING	MODERATELY ENGAGING	VERY ENGAGING	EXTREMELY ENGAGING
PERFORMANCE TASK	Freshmen	8%	14%	31%	39%	8%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	9%	9%	27%	36%	18%
SELECTED-RESPONSE QUESTIONS	Freshmen	4%	33%	37%	22%	4%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	9%	18%	55%	9%	9%

SECTION 6: STUDENT SAMPLE SUMMARY**Student Sample Summary**

DEMOGRAPHIC CHARACTERISTIC		FRESHMEN		SOPHOMORES		JUNIORS		SENIORS	
		N	%	N	%	N	%	N	%
TRANSFER	Transfer Students	--	--	N/A	N/A	N/A	N/A	0	0%
	Non-Transfer Students	--	--	N/A	N/A	N/A	N/A	11	100%
GENDER	Male	19	37%	N/A	N/A	N/A	N/A	5	45%
	Female	31	61%	N/A	N/A	N/A	N/A	5	45%
	Decline to State	1	2%	N/A	N/A	N/A	N/A	1	9%
PRIMARY LANGUAGE	English	45	88%	N/A	N/A	N/A	N/A	11	100%
	Other	6	12%	N/A	N/A	N/A	N/A	0	0%
FIELD OF STUDY	Sciences & Engineering	25	49%	N/A	N/A	N/A	N/A	2	18%
	Social Sciences	8	16%	N/A	N/A	N/A	N/A	6	55%
	Humanities & Languages	6	12%	N/A	N/A	N/A	N/A	1	9%
	Business	4	8%	N/A	N/A	N/A	N/A	0	0%
	Helping / Services	5	10%	N/A	N/A	N/A	N/A	1	9%
	Undecided / Other / N/A	3	6%	N/A	N/A	N/A	N/A	1	9%
FIELD/ ETHNICITY	American Indian / Alaska Native / Indigenous	0	0%	N/A	N/A	N/A	N/A	0	0%
	Asian (including Indian subcontinent and Philippines)	6	12%	N/A	N/A	N/A	N/A	1	9%
	Native Hawaiian or other Pacific Islander	0	0%	N/A	N/A	N/A	N/A	0	0%
	African-American / Black (including African and Caribbean), non-Hispanic	0	0%	N/A	N/A	N/A	N/A	0	0%
	Hispanic or Latino	14	27%	N/A	N/A	N/A	N/A	3	27%
	White (including Middle Eastern), non-Hispanic	26	51%	N/A	N/A	N/A	N/A	5	45%
	Other	0	0%	N/A	N/A	N/A	N/A	1	9%
	Decline to State	5	10%	N/A	N/A	N/A	N/A	1	9%
PARENT EDUCATION	Less than High School	1	2%	N/A	N/A	N/A	N/A	0	0%
	High School	1	2%	N/A	N/A	N/A	N/A	0	0%
	Some College	4	8%	N/A	N/A	N/A	N/A	0	0%
	Bachelor's Degree	14	27%	N/A	N/A	N/A	N/A	2	18%
	Graduate or Post-Graduate Degree	31	61%	N/A	N/A	N/A	N/A	9	82%
	Don't Know / N/A	0	0%	N/A	N/A	N/A	N/A	0	0%

APPENDIX A: INTRODUCTION TO CLA+

INTRODUCTION TO CLA+

In 2002, the Collegiate Learning Assessment (CLA) was introduced as a major initiative of the Council for Aid to Education (CAE). Since its launch, the CLA has offered institutions a value-added approach to the measurement of higher-order thinking skills. The carefully designed questions in this examination require students to analyze, evaluate, and synthesize information as they demonstrate their ability to think critically and solve problems. Hundreds of institutions and hundreds of thousands of students have participated in the CLA testing program to date.

Initially, the CLA focused on helping institutions estimate their contributions to the development of students' higher-order thinking skills. As such, the institution rather than the student was the primary unit of analysis. In 2013, CAE expanded this scope with the introduction of CLA+. This enhanced version of the examination provides useful and reliable information about educational growth at the student level as well as the institutional level. Other features new to CLA+ include subscores for scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument. The addition of mastery levels also supports the reporting of criterion-referenced results in relation to skill proficiency.

CLA+ includes two major components: a Performance Task (PT) and a series of Selected-Response Questions (SRQs).

The **Performance Task** presents students with a real-world situation that requires a purposeful written response. Students are asked to address an issue, propose the solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by utilizing information provided in a Document Library. This repository contains a variety of reference materials, such as technical reports, data tables, newspaper articles, office memoranda, and emails. A full PT includes four to nine documents in the library. Students have 60 minutes to complete this constructed-response task.

In the second part of the examination, students are asked to answer 25 **Selected-Response Questions**. Ten questions measure scientific and quantitative reasoning, and ten measure critical reading and evaluation. Another five questions call for students

to critique arguments by identifying logical flaws and questionable assumptions. Like the PT, the 25 SRQs are document-based and require students to draw information from provided materials. Students have 30 minutes to complete this section of the assessment.

CLA+ is a powerful assessment tool created to help teachers and students meet their educational objectives. The examination supports programmatic change, particularly in regard to higher-order thinking skills. It shows faculty members, school administrators, and other interested individuals the skill areas requiring attention on an institutional level to strengthen instruction and maximize learning. CLA+ also provides students with direct, formative feedback they can use to evaluate and reflect on their development on a personal level.

Educators may decide to consult their students' CLA+ results when making individualized decisions related to admission, placement, scholarships, or grading. Institutions may also wish to use CLA+ results to provide independent corroboration of competency-based learning, or to recognize students who have exhibited the higher-order thinking skills required for success in twenty-first century careers. Students may choose to share their results with potential employers or graduate schools as well to provide evidence of the skills they have acquired at their college or university. A single test cannot serve as the benchmark for all student learning within higher education, but there are certain skill areas deemed important by most educators across virtually all institutions. The higher-order thinking skills that CLA+ measures fall into this crucial category.

CLA+ allows institutions to benefit from a model of continuous improvement that positions educators as central actors in the relationship between assessment, instruction, and the learning process. Significantly, it provides educators with a frame of reference for determining the status of skill achievement within their institutions as well as the progress their students have made relative to the development of students at other colleges and universities. That said, CLA+ does not rank institutions; rather, it highlights differences between them that can identify opportunities for educational improvements. Similarly, CLA+ does not rank students but instead highlights areas where

individuals excel or may need to focus more effort. CLA+ is an instrument designed to make a meaningful contribution to the improvement of

teaching and learning. In this respect, it is in a league of its own.

APPENDIX B: METHODS

CLA+ METHODOLOGY

CLA+ uses innovative questions and tasks to evaluate students' higher-order thinking skills. Each test form includes one Performance Task (PT) and 25 Selected-Response Questions (SRQs). The PT section measures three domains: analysis and problem solving, writing effectiveness, and writing mechanics. The SRQ section measures three domains as well: scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument, which involves the identification of logical flaws and questionable assumptions. Students have 90 minutes to complete the two sections of the assessment—60 minutes for the PT and 30 minutes for the SRQs.

Test results for CLA+ are delivered to institutions after administration windows have closed. Your institutional report presents scoring information for each section of the examination as well as total CLA+ performance for freshmen testing in the fall window and sophomores, juniors, and seniors testing in the spring window. The report includes analyses of the PT score, the SRQ score, and the Total CLA+ score.

PT and SRQ scores indicate the mean, or average, performance of all students who completed each section. PT mean scores are calculated by adding three raw subscores—for analysis and problem solving, writing effectiveness, and writing mechanics—and converting the sum using a common scale. SRQ mean scores are also calculated by adding three raw subscores—for scientific and quantitative reasoning, critical reading and evaluation, and critique an argument—and converting this sum using a common scale. Total CLA+ scores are then calculated by averaging the PT and SRQ mean scores. For more information about the scaling process, please see Appendix J, *Scaling Procedures*.

In addition to mean scores, your report includes 25th and 75th percentile scores, which characterize the score values earned by 25% and 75% of your students, respectively. For example, a 25th percentile score of 974 for the total CLA+ would inform you that 25% of your students earned 974 or less. Similarly, a 75th percentile score of 1096 would let you know that 75% of your students earned 1096 or less. The values that fall between the 25th and 75th percentile scores thus tell you the score values earned by 50% of your students. To extend the previous example,

the 25th and 75th percentile scores reported would let you know that 50% of your students earned Total CLA+ scores between 974 and 1096.

Your report may also include percentile rankings of your mean scores. These values let you know the percentage of institutions whose mean scores were lower than yours. Comparative in nature, these statistics are calculated based on the institutions testing within your administration window. Percentile rankings may thus not always be available, as they depend on the characteristics of the institutional sample.

Finally, the institutional report contains two types of growth estimates for the students in your school who took CLA+: effect sizes and value-added scores.

Effect sizes characterize the amount of growth evident across classes. They do so by relating the performance of the freshman class to that of the sophomore, junior, and senior classes. Please note that these statistics are available based on your students' participation in CLA+ testing by class. They do not take into account the performance of students at other institutions.

Effect sizes are calculated by subtracting the mean scores of the freshmen from the mean scores of each subsequent class and dividing these amounts by the standard deviation of the freshmen scores. (Standard deviation is a measure of the distance between the mean, or average, and all other values in a score set.) Effect sizes are reported in standard deviation units. By comparing effect sizes, you can gauge student growth over time and begin to analyze patterns of teaching and learning at your institution.

While effect sizes characterize growth from freshman to senior year within an institution, **value-added scores** relate that growth meaningfully to the growth of students across other colleges and universities. A simple comparison of the average achievement at all schools tends to present selective institutions in a favorable light and overlook the educational efficacy of schools admitting students with weaker academic backgrounds. Value-added modeling addresses this situation by providing us with scores comparable to those of institutions with entering students of similar academic ability. It is thus frequently viewed as an equitable way of estimating an institution's contribution to learning

and thus of demonstrating its relative educational efficacy.

To calculate value-added estimations, we employ a statistical technique known as hierarchical linear modeling (HLM). This method yields value-added scores that indicate the degree to which observed senior CLA+ mean scores at an institution meet, exceed, or fall below expectations as established by two factors: the seniors' entering academic ability (EAA) scores and the mean CLA+ performance of freshmen at the school, which serves as a control for any selection effects not addressed by EAA.¹ Only students with EAA scores are included in institutional analyses.

Institutions have high "value-added" scores when the average performance of their seniors is substantially better than expected. For example, consider an instance in which a group of schools admit students with similar average performance on general academic ability tests such as the SAT or ACT—and similar average performance on tests of higher-order thinking skills such as CLA+. After four years, the seniors at one school perform better than usual on CLA+ than the seniors do at other schools in the group. Given the initial similarities in testing performance across these schools, one can reasonably infer in this example that greater gains in critical thinking and writing skills occurred in the highest performing school. Importantly, low value-added scores do not necessarily indicate a lack of improvement between freshman and senior years; however, they do suggest that gains were lower than typically observed at schools testing students with similar EAA.

Value-added scores are placed on a standardized scale and assigned performance levels. These scores are also known as "z-scores" because they relate performance to the mean, or average. The categories for value-added scores are as follows:

- above +2.00: "well above expected,"
- +2.00 to +1.00: "above expected,"
- +1.00 to -1.00: "near expected,"
- -1.00 to -2.00: "below expected," and
- below -2.00: "well below expected."

Value-added scores are also accompanied by confidence intervals, which provide information about the precision of the estimates. Narrow confidence intervals indicate more precision, while wider intervals indicate less precision. Please note that our analyses take the results from all CLA+ institutions into consideration, regardless of sample

size or sampling strategy. Therefore, we also encourage you to apply due caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution's sample are not representative of the larger student body.

In the past, value-added models were recalculated after each academic year, which allowed for a potential fluctuation in results due to changes in the sample of participating institutions rather than changes in actual growth within a college or university. The introduction of CLA+ marks the first time that value-added equation parameters will be fixed. This procedure will facilitate reliable year-to-year comparisons of value-added scores for CLA+ institutions.

¹ EAA is determined based on one of three sets of scores: (1) combined SAT Math and Critical Reading, (2) ACT Composite, or (3) Scholastic Level Examination (SLE) scores reported on the SAT Math and Critical Reading scale.

APPENDIX C: EXPLANATION OF YOUR RESULTS

This appendix provides guidance on interpreting the institutional results presented in sections 1–6 of your report. The sample of students analyzed in each table includes freshmen who tested in the fall window and sophomores, juniors, and seniors who tested in the spring window. To ensure that the results in your report are based on a consistent sample, your students must act as follows:

1. Take CLA+ within the administration window specified for their class level.
2. Complete all sections of the assessment, including the Performance Task, Selected-Response Questions, and the accompanying survey.
3. Have their EAA scores (SAT, ACT, or SLE) submitted to CAE by your institution's registrar.

Please note that students designated for exclusion from analyses by your institution during registrar data submission will not be included in the sample.

The results discussed in this appendix include percentile rankings and value-added scores, which relate performance in your school to performance at other CLA+ colleges and universities. To see cross-institutional summary data, please refer to Appendix D, *Results Across CLA+ Institutions*. For a complete list of all CLA+ institutions, consult Appendix E, *Institutional Sample*.

SUMMARY RESULTS, BY CLASS (Section 1, page 2)

The first table in Section 1 of this report is titled **Number of Students Tested, by Class**. This table specifies the number of freshmen who tested in the fall window and the number of sophomores, juniors, and seniors who tested in the spring window of the academic year. Your sample size is based on these numbers and used when calculating results in all subsequent tables and figures of the report. Please note that very small samples (e.g., fewer than 100 students for any given class) should be interpreted with caution, as smaller sample sizes are less likely to provide reliable or representative results.

The next table, **Summary CLA+ Results, by Class**, presents a statistical overview of the students in your sample. It provides mean scores, quartiles, percentile ranks, and effect sizes for each class level tested. These results pertain to the test as a whole as well as to each section. The table also includes an overview of your students' EAA, or entering academic ability. Please note that any class level not tested, or for which results are not applicable, is designated as "N/A" in this table and others throughout your report.

The Mean Score column lists the average scores for students in your sample. These scores are also considered your institutional CLA+ scores.

The 25th Percentile Score column indicates maximum score values earned by 25% of your students. Said another way, 25% of your students earned these score values or less. Similarly, the 75th

Percentile Score column indicates maximum score values earned by 75% of your students. By comparing results in the 25th and 75th columns, you can determine the range in which 50% of your students scored.

Mean Score Percentile Ranks indicate how well your institution performed relative to other CLA+ colleges and universities. The values in this column represent the percentage of institutions whose mean scores were lower than yours. If the sample of schools testing at a corresponding class level is insufficient, "N/A" will appear in the relevant cell of the table.

For a summary of institutional performance at CLA+ colleges and universities, please refer to Appendix D, *Results Across CLA+ Institutions*.

The final column in this table—Effect Size v. Freshmen—presents growth estimates across class levels at your school. Effect sizes relate the performance of freshmen to that of sophomores, juniors, and seniors, allowing you to evaluate student learning outcomes over time. Effect sizes are reported in units of standard deviation established by the performance of freshmen within your school. An effect size of 0 indicates no difference in the performance of entering and exiting students, while positive effect sizes show improved performance, with larger numbers representing increasingly stronger performance.

DISTRIBUTION OF MASTERY LEVELS (Section 2, page 3)

Section 2 of your institutional report focuses on Mastery Levels, which are criterion-referenced indicators of performance new to CLA+. On individual reports, Mastery Levels are determined by students' Total CLA+ scores. On institutional reports, they are determined by each class level's mean Total CLA+ score.

There are five Mastery Levels: Below Basic, Basic, Proficient, Accomplished, and Advanced. Please see Appendix H, *Mastery Levels*, for a detailed description of these categories and the process through which they were derived.

Section 2 includes two tables related to Mastery Levels. The first, **Distribution of CLA+ Scores, by**

Mastery Level, contains a histogram of Total CLA+ scores for each class level that you tested, overlaid with Mastery Level cut score points. This chart shows how the distribution of CLA+ scores within your sample corresponds to student mastery of the skills measured by CLA+.

The second table provides a summary of **Mastery Levels, by Class**. The first column of data lists the Mean Total CLA+ score for each class tested, followed by the corresponding Mastery Level—the level at which the average student within your sample performed. The next five columns present the percentage of students that performed at each Mastery Level, by class.

VALUE-ADDED ESTIMATES (Section 3, page 4)

Section 3 of your institutional report uses value-added estimates to relate growth at your institution to growth at other schools. Please note that all tables in this section will read "N/A" when schools test classes other than freshmen and seniors.

The first table provides your students' Expected Senior Mean CLA+ Scores alongside their Actual Senior Mean CLA+ Scores for the total examination as well as each section. Expected scores are determined by the typical performance of seniors at institutions testing similar samples of students. These samples are identified based on senior EAA scores and mean freshman performance on CLA+.

The second table presents value-added results. Your Value-Added Scores are calculated by obtaining the difference between your institution's Actual Senior Mean CLA+ Scores and Expected Senior Mean CLA+ scores. These amounts are then converted to standard deviation units.

Value-added scores for CLA+ and each section of the examination are accompanied by Performance Levels, which are based on the scores as follows:

- above +2.00: "well above expected,"
- +2.00 to +1.00: "above expected,"
- +1.00 to -1.00: "near expected,"
- -1.00 to -2.00: "below expected," and
- below -2.00: "well below expected."

In addition to Performance Levels, each value-added score is assigned a Percentile Rank. This number tells you the percentage of colleges and universities

whose value-added scores fall below those of your institution.

Importantly, value-added scores are estimates of unknown quantities, expectations rather than observations. Their evaluation should thus be contextualized by information about the precision of the estimate. The Confidence Intervals which accompany value-added scores in your report provide this type of information. Narrow confidence intervals indicate more precision in the estimate, while wider intervals indicate less precision.

CAE uses hierarchical linear modeling (HLM) to calculate value-added scores, determine their standard errors, and compute 95% confidence intervals unique to each school. Institutions testing larger samples of seniors obtain smaller standard errors and more narrow confidence intervals, which indicate a more precise estimate of value-added scores. Strongly related to senior sample size, standard errors reflect variation in EAA and CLA+ scores within and between institutions. Corresponding confidence intervals represent the range of value-added scores we would anticipate if testing were repeated a number of times with different samples of students. To elaborate, if testing were conducted 100 times with different samples of students, about 95 out of the 100 confidence intervals reported would include your institution's "true" value-added scores. Here, it is critical to understand that confidence levels do not indicate uncertainty in your "true" value-added

scores. They indicate uncertainty in the estimation of these scores as a result of sampling variation.

The final diagram in this section is a scatterplot of **Expected vs. Observed CLA+ Scores**. This graph illustrates the performance of all four-year colleges and universities relative to their expected performance as predicted by the value-added model. The gold diagonal line represents the points at which expected and observed senior scores are equivalent. The vertical distance from the diagonal line indicates the value added by an institution. Institutions above

the diagonal line add more value than expected based on the model; institutions below the line add less value than expected. Your institution appears as a red data point in this chart.

For more information about CLA+ value-added methodology, please consult Appendix K, *Modeling Details*. Here, you will find information about model parameters as well as additional guidance on interpreting confidence intervals and instructions for using your data file to calculate value-added estimates for student subgroups.

CLA+ SUBSCORES (Section 4, page 5)

Your report includes Total CLA+ scores as well as scores for the Performance Task (PT) and Selected-Response Questions (SRQs). These section scores based on item type are further divided into subscores based on skill categories. The three subscores for the PT indicate performance in Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. The three subscores for the SRQs indicate performance in Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument, which involves the identification of logical flaws and questionable assumptions.

The first table in Section 4 is **Performance Task: Distribution of Subscores (in percentages)**. The charts in this table indicate the distribution of subscores for each of the three skill categories by class level. The charts present the percentage of your students at each score value. Ranging from 1 to 6, each value is associated with a specific set of

response characteristics. For more information about the scoring rubric, please see Appendix G, *Scoring CLA+*.

The second table, **Selected-Response Questions: Mean Subscores**, provides summary statistics for the three skill categories measured in the SRQ section. The scores in this CLA+ section are determined by the number of correct responses and adjusted based on item difficulty. Each subscore is reported on a scale of approximately 200 to 800.

Mean Scores in this table reflect the average score received by each class for each of the three skill categories. The 25th Percentile Scores indicate the score values at or below which 25% of your students scored (again, by class level). The 75th Percentile Scores indicate the score values at or below which 75% of your students scored. By comparing results in the 25th and 75th columns, you can determine the range in which 50% of your students scored.

STUDENT EFFORT AND ENGAGEMENT (Section 5, page 6)

CLA+ ends with a set of survey questions, two of which are related to the assessment. One question asks students how much effort they put into completing the Performance Task (PT) and 25 Selected-Response Questions (SRQs). The other question asks students how engaging they found each section of the assessment to be. Students indicate their answers on a likert scale, ranging from “No effort at all” to “My best effort” and “Not at all engaging” to “Extremely engaging.” The table in Section 5, **Student Effort and Engagement Survey Responses**, provides the percentage of students who selected each answer option by class level.

The survey questions are designed to help institutions consider the role that effort and engagement may play in student performance on CLA+. Survey results may also be consulted when evaluating the impact that recruitment efforts have on student motivation.

For a distribution of survey responses across all colleges and universities, please see Appendix D, *Results Across CLA+ Institutions*. By comparing your institution’s survey results with those of all schools, you can examine the motivation and engagement of your students relative to that of students at other colleges and universities.

STUDENT SAMPLE SUMMARY (Section 6, page 7)

The final section of your institutional report includes a **Student Sample Summary**, which provides the number and percentage of students within your sample who meet various characteristics. These characteristics include: transfer status, gender, primary language, field of study, FIELD or ethnicity,

and parent education level. Transfer status is reported by participating institutions during the registrar data collection process. All other demographic characteristics are provided by students as part of the post-assessment survey.

APPENDIX D: RESULTS ACROSS CLA+ INSTITUTIONS

SECTION D1: SUMMARY RESULTS, BY CLASS

Number of Participating Institutions, by Class

Freshmen: 169 Seniors: 155

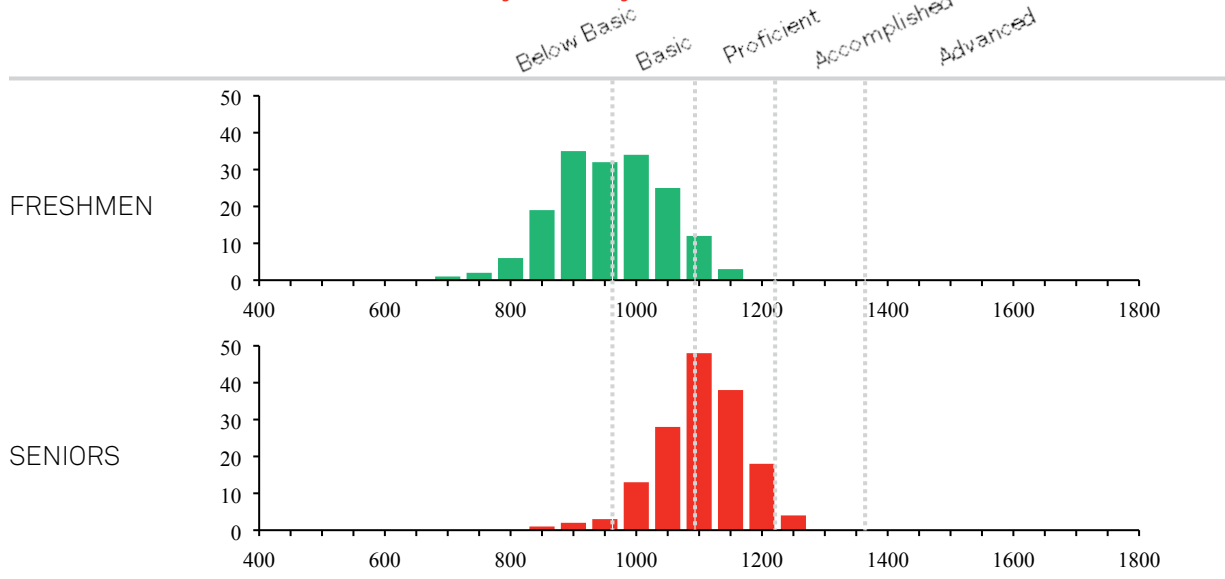
Summary of CLA+ Results Across Institutions, by Class

		MEAN SCORE	STANDARD DEVIATION	25 TH PERCENTILE SCORE	75 TH PERCENTILE SCORE	MEAN EFFECT SIZE V. FRESHMEN*
TOTAL CLA+ SCORE	Freshmen	1032	86	974	1096	--
	Seniors	1128	70	1090	1170	0.62
PERFORMANCE TASK	Freshmen	1028	93	967	1089	--
	Seniors	1117	75	1072	1168	0.47
SELECTED-RESPONSE QUESTIONS	Freshmen	1036	83	974	1089	--
	Seniors	1140	72	1098	1186	0.55
ENTERING ACADEMIC ABILITY	Freshmen	1022	114	948	1106	--
	Seniors	1058	96	993	1129	--

* 141 institutions tested both freshmen and seniors.

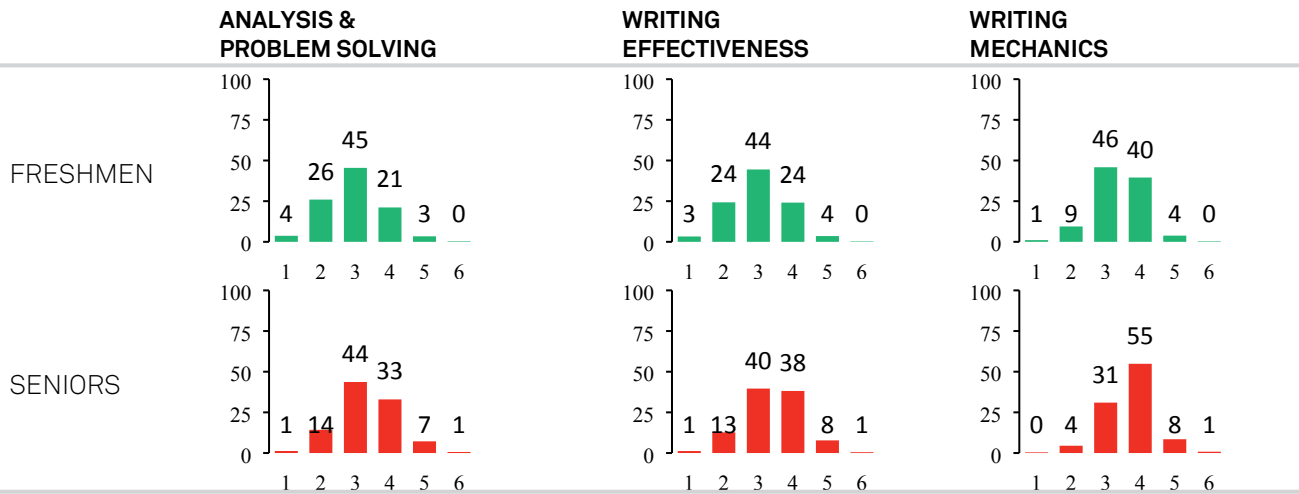
SECTION D2: DISTRIBUTION OF MASTERY LEVELS ACROSS INSTITUTIONS

Distribution of Mean CLA+ Scores, by Mastery Level



SECTION D4: CLA+ SUBSCORES ACROSS INSTITUTIONS

Performance Task: Mean Distribution of Subscores (in percentages)



NOTE: The Performance Task subscore categories are scored on a scale of 1 through 6.

Selected-Response Questions: Mean Subscores Across Institutions

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score
FRESHMEN	499	473	519	498	476	520	498	471	524
SENIORS	546	524	567	541	522	559	538	520	560

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

SECTION D5: STUDENT EFFORT AND ENGAGEMENT ACROSS CLA+ INSTITUTIONS**Mean Student Effort and Engagement Survey Responses**

How much effort did you put into the written-response task/ selected-response questions?

		NO EFFORT AT ALL	A LITTLE EFFORT	A MODERATE AMOUNT OF EFFORT	A LOT OF EFFORT	MY BEST EFFORT
PERFORMANCE TASK	Freshmen	1%	5%	35%	35%	24%
	Seniors	1%	4%	35%	36%	24%
SELECTED-RESPONSE QUESTIONS	Freshmen	2%	14%	42%	28%	14%
	Seniors	2%	11%	41%	30%	17%

How engaging did you find the written-response task/ selected-response questions?

		NOT AT ALL ENGAGING	SLIGHTLY ENGAGING	MODERATELY ENGAGING	VERY ENGAGING	EXTREMELY ENGAGING
PERFORMANCE TASK	Freshmen	7%	17%	42%	28%	6%
	Seniors	7%	15%	40%	31%	7%
SELECTED-RESPONSE QUESTIONS	Freshmen	15%	27%	38%	17%	3%
	Seniors	12%	25%	40%	19%	4%

SECTION D6: STUDENT SAMPLE SUMMARY ACROSS CLA+**Student Sample Summary Across CLA+ Institutions**

DEMOGRAPHIC CHARACTERISTIC		FRESHMEN Mean %	SENIORS Mean %
TRANSFER	Transfer Students	--	14%
	Non-Transfer Students	--	86%
GENDER	Male	39%	36%
	Female	60%	60%
	Decline to State	2%	3%
PRIMARY LANGUAGE	English	80%	84%
	Other	20%	16%
FIELD OF STUDY	Sciences & Engineering	26%	21%
	Social Sciences	10%	17%
	Humanities & Languages	11%	17%
	Business	14%	16%
	Helping / Services	26%	23%
	Undecided / Other / N/A	14%	6%
FIELD/ ETHNICITY	American Indian / Alaska Native / Indigenous	1%	1%
	Asian (including Indian subcontinent and Philippines)	8%	9%
	Native Hawaiian or other Pacific Islander	1%	1%
	African-American / Black (including African and Caribbean), non-Hispanic	14%	9%
	Hispanic or Latino	19%	12%
	White (including Middle Eastern), non-Hispanic	50%	59%
	Other	4%	3%
	Decline to State	4%	6%
PARENT EDUCATION	Less than High School	8%	5%
	High School	24%	17%
	Some College	24%	27%
	Bachelor's Degree	27%	29%
	Graduate or Post-Graduate Degree	18%	23%

APPENDIX E: INSTITUTIONAL SAMPLE

The institutional sample for CLA+ is comprised of schools that tested freshmen in fall 2013 and schools that tested sophomores, juniors, or seniors in spring 2014.

While the sample changed annually for the CLA, it will remain fixed for CLA+. The stable sample allows institutions to track their progress more easily. As institutions make national comparisons from year to

year, they will no longer face the question of whether changes in percentile rankings reflect changes in institutional performance or differences in the comparative sample.

To ensure national representativeness, CAE will continue to assess the institutional sample. If significant changes arise, CAE will take steps to update the sample as necessary.

SAMPLE REPRESENTATIVENESS

Students within the CLA+ institutional sample appear to be generally representative of students across CLA+ institutions with respect to Entering Academic Ability (EAA) scores. Specifically, across institutions, the average EAA score of freshmen in the CLA+ sample was only seven points higher than that of the average freshmen at CLA+ institutions (1038 versus 1031, over n=123 institutions that provided this information), and the average EAA score of seniors in the CLA+ sample was only 16 points higher than that of the average seniors at CLA+ institutions (1065 versus 1049, over n=119 institutions). The correlation between the average

EAA score of freshmen in the CLA+ sample and their classmates was high ($r=0.93$), as was the correlation between the average EAA score of seniors in the CLA+ sample and their classmates ($r=0.90$).

These data suggest that, as a group, students tested as part of the CLA+ institutional sample perform similarly to all students at CLA+ institutions. This correspondence increases confidence in the inferences made about students at CLA+ institutions based on testing data collected from the institutional sample.

CARNEGIE CLASSIFICATION

The following table shows groupings by Basic Carnegie Classification for colleges and universities across the nation and for CLA+ schools. The spread among CLA+ schools corresponds fairly well with that of the 1,683 four-year, not-for-profit institutions across the nation, though with a somewhat higher proportion of Master's colleges and universities.

Please note that counts in this table exclude colleges and universities that do not fall into these categories, such as Special Focus Institutions and schools based outside of the United States.

Carnegie Classification of CLA+ Institutional Sample

CARNEGIE CLASSIFICATION	NATION (N=1,683)		CLA+ (N=157)	
	N	%	N	%
DOCTORATE-GRANTING UNIVERSITIES	283	17	23	12
MASTER'S COLLEGES AND UNIVERSITIES	651	39	87	47
BACCALAUREATE COLLEGES	749	45	47	25

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, January 16, 2014.

SCHOOL CHARACTERISTICS

The following table provides statistics comparing important characteristics of colleges and universities across the nation with those of CLA+ schools. These statistics suggest that CLA+ schools

are fairly representative of four-year, not-for-profit institutions nationwide. Public school percentage and undergraduate student body size are notable exceptions.

School Characteristics of the CLA+ Institutional Sample

SCHOOL CHARACTERISTIC	NATION	CLA+
PERCENTAGE PUBLIC	30	60
PERCENTAGE HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU)	4	3
MEAN PERCENTAGE OF UNDERGRADUATES RECEIVING PELL GRANTS	31	32
MEAN SIX-YEAR GRADUATION RATE	51	49
MEAN BARRON'S SELECTIVITY RATING	3.6	3.1
MEAN ESTIMATED MEDIAN SAT SCORE	1058	1030
MEAN NUMBER OF FTE UNDERGRADUATE STUDENTS (ROUNDED)	3,869	7,130
MEAN STUDENT-RELATED EXPENDITURES PER FTE STUDENT (ROUNDED)	\$12,330	\$10,469

Sources: College Results Online dataset, managed by and obtained with permission from the Education Trust, covers most four-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators. Data also come from the Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, January 16, 2014.

CLA+ INSTITUTIONS

The colleges and universities listed below in alphabetical order constitute the institutional sample for CLA+. To view a list of currently participating schools, please visit www.cae.org/claparticipants.

CLA+ Schools

Alaska Pacific University
 Antelope Valley College
 Appalachian State University
 Augsburg College
 Augustana College (SD)
 Aurora University
 Barton College
 Bellarmine University
 Bob Jones University
 Bowling Green State University
 Bridgewater College
 Brigham Young University-Idaho
 California Maritime Academy
 California Polytechnic State University, San Luis Obispo

California State Polytechnic University, Pomona
 California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Monterey Bay, Computer Science and Information Technology
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 California State University, San Marcos
 California State University, Stanislaus
 Centenary College of Louisiana
 Christopher Newport University
 Clarke University
 College of Saint Benedict/Saint John's University
 Collin College

Colorado Christian University	Monmouth University
Concord University	Montclair State University
Concordia College	Morgan State University
Culver-Stockton College	Morningside College
CUNY - Baruch College	National Louis University
CUNY - Borough of Manhattan Community College	Nevada State College
CUNY - Bronx Community College	New York University - Abu Dhabi
CUNY - Brooklyn College	Newberry College
CUNY - College of Staten Island	Nicholls State University
CUNY - Hostos Community College	North Dakota State University
CUNY - Hunter College	Nyack College
CUNY - John Jay College of Criminal Justice	Ohio Wesleyan University
CUNY - Kingsborough Community College	Our Lady of the Lake University
CUNY - LaGuardia Community College	Pittsburg State University
CUNY - Lehman College	Plymouth State University
CUNY - Medgar Evers College	Presbyterian College
CUNY - New York City College of Technology	Purchase College - SUNY
CUNY - Queens College	Quest University
CUNY - Queensborough Community College	Ramapo College of New Jersey
CUNY - The City College of New York	Robert Morris University
CUNY - York College	Roger Williams University
Dillard University	Saginaw Valley State University
Drexel University, Department of Architecture and Interiors	San Diego State University
Earlham College	San Francisco State University
East Carolina University	San Jose State University
Eastern Connecticut State University	Schreiner University
Emory & Henry College	Shepherd University
Fayetteville State University	Shippensburg University
Flagler College	Sonoma State University
Florida International University Honors College	Southern Connecticut State University
Frostburg State University	Southern New Hampshire University
Georgia College & State University	Southern Virginia University
Great Basin College	Southwestern University
Hamline University	St. Ambrose University
Hardin-Simmons University	St. John Fisher College
Hastings College	Stetson University
Hesston College	Stonehill College
Hong Kong Polytechnic University	SUNY Cortland
Howard Community College	Texas A&M International University
Humboldt State University	Texas A&M University-Texarkana
Illinois College	Texas State University-San Marcos
Indiana University of Pennsylvania	Texas Tech University
Jacksonville State University	The Citadel
Keene State College	The College of Idaho
Kent State University	The Ohio State University
Kepler Kigali	The Richard Stockton College of New Jersey
Keuka College	The Sage Colleges
LaGrange College	Truckee Meadows Community College
Lake Forest College	Truman State University
Lee University	University of Bridgeport
Lewis University	University of Colorado, Boulder
Lynchburg College	University of Evansville
Marshall University	University of Great Falls
Miami University - Oxford	University of Guam
Miles College	University of Hawaii at Hilo, College of Business and Economics
Minneapolis College of Art and Design	University of Houston
Minnesota State Community & Technical College	University of Jamestown
Mississippi University for Women	University of Louisiana at Lafayette

University of Missouri - St. Louis
University of New Mexico
University of North Carolina Pembroke
University of North Dakota
University of Saint Mary
University of Texas - Pan American
University of Texas at Arlington
University of Texas at Austin
University of Texas at El Paso
University of Texas of the Permian Basin
University of Texas, Dallas
University of Texas, San Antonio
University of Texas, Tyler
Ursuline College
Walsh College of Accountancy and Business
Administration

Warner University
Weber State University
West Chester University of Pennsylvania
Western Carolina University
Western Governors University
Western Michigan University
Western Nevada College
Westminster College (MO)
Westminster College (UT)
Wichita State University
Wichita State University, School of Engineering
Wiley College
William Peace University
William Woods University
Wisconsin Lutheran College
Yakima Valley Community

APPENDIX F: CLA+ TASKS

INTRODUCTION TO CLA+ PERFORMANCE TASKS AND SELECTED-RESPONSE QUESTIONS

CLA+ includes one Performance Task (PT) and 25 Selected-Response Questions (SRQs). All items are administered online. Each PT consists of an open-ended prompt that asks students to provide a constructed response. Every SRQ presents students with four options and asks them to choose a single answer. The SRQs are further organized into three sets, each focusing on a different skill area.

Questions that appear on CLA+ call on students to use critical-thinking and written-communication skills as they perform cognitively demanding tasks. The integration of these skills mirrors the requirements of serious thinking and writing faced outside of the classroom.

OVERVIEW OF THE CLA+ PERFORMANCE TASK (PT)

Each PT asks students to answer an open-ended question about a hypothetical yet realistic situation. The prompt requires students to integrate analytical reasoning, problem solving, and written-communication skills as they consult materials in a Document Library and use them to formulate a response. The library includes a range of informational sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Each PT is typically accompanied by four to nine documents, and students have 60 minutes to prepare their responses.

The first screen of each PT contains general instructions and an introduction to the scenario. The second screen is split. On the right side, students have a list of the informational sources in the Document Library. By using the pull-down menu, they can select and view each document. On the left side of the screen, students can read the question in the PT and enter their response in a field that has no word limit. An example of the split screen is shown on the following page.

Each PT assesses a unique combination of skills—no two are exactly the same. Some PTs ask students to identify, compare, and contrast the strengths and limitations of alternate hypotheses, points of view, courses of action, etc. Other PTs ask students to review a collection of materials and choose amongst a set of options to solve a problem or propose a new solution to the problem. Still other PTs ask students to suggest or select a course of action that resolves conflicting or competing strategies and to provide a

rationale for their decision, explaining why one approach is better than another. For example, students may be asked to anticipate potential difficulties or hazards associated with different ways of addressing a problem, propose likely short- and long-term consequences of these strategies, and defend one or more of these approaches.

PTs require students to utilize higher order thinking skills, more specifically, to

- recognize information that is relevant and not relevant to the task at hand;
- analyze and understand data in tables and figures;
- evaluate the credibility of various documents;
- distinguish rational arguments from emotional ones;
- determine the difference between fact and opinion;
- identify questionable or critical assumptions;
- deal with inadequate, ambiguous, or conflicting information;
- spot deception, possible bias, and logical flaws in arguments;
- identify additional information that would help resolve issues;
- weigh different types of evidence;
- organize and synthesize information from several sources; and
- marshal evidence from different sources in a written response.

To view a sample PT, please visit the Sample Tasks section of CAE's website at www.cae.org/cla.

cla+ (Task 1)
1 of 1 59 min 54 sec

Concluding Essay

Your task is to write a report evaluating Dr. Greer's claim that "reducing cell phone usage while driving motorized vehicles would lower the city's vehicle-related accident rate." Dr. Greer uses the chart in Document B to support his statement. Make sure to address the strengths and/or limitations of Dr. Greer's position and support your statement with information found in the documents.

There is no "correct" answer. Your report should clearly describe all the details necessary to support your position. Your answers will be judged not only on the accuracy of the information you provide, but also on how clearly the ideas are presented, how thoroughly the information is covered, how effectively the ideas are organized, and how well your writing reflects the conventions of standard written English.

While your personal values and experiences are important, please write your response solely on the basis of the information provided above and in the Document Library. Type your response in the space provided. Write as much as you need to fulfill the requirements on the task; you are not limited by the size of the response area on the screen.

Copy Paste

Select document: Document Library Contents
Document 1: Stoneville Police Department Data
Document 2: Dr. Greer's Chart

Document Library Contents

Document 1 Stoneville Police Department Data

Document 2 Dr. Greer's Chart

? HELP ← BACK → NEXT

Preview of the Performance Task Document Library

OVERVIEW OF THE CLA+ SELECTED-RESPONSE QUESTIONS (SRQs)

Like the PT, the 25 SRQs measure an integrated set of critical-thinking skills. Students utilize these skills to answer three sets of questions. The first measures scientific and quantitative reasoning, the second measures critical reading and evaluation, and the third (critique an argument) measures students' ability to identify logical fallacies and questionable assumptions. This final set requires students to detect logical flaws and questionable assumptions. Also like the PT, each question set is document-based and includes one to three informational sources of varying natures. Students are instructed to use these materials when preparing their answers within the 30 minutes provided.

The first two question sets require students to draw on the information and arguments provided in accompanying materials. Each set contains 10 questions, for a total of 20 questions.

Supporting documents for the **Scientific and Quantitative Reasoning** set discuss real-life research results. To answer questions in this section, students must apply critical-thinking skills that include

- making inferences and hypotheses based on given results,
- evaluating the reliability of information (such as experimental design or data collection methodology),
- identifying information or quantitative data that is connected and conflicting,
- detecting questionable assumptions (such as implications of causation based on correlation),
- supporting or refuting a position,
- drawing a conclusion or deciding on a course of action to solve a problem,
- evaluating alternate conclusions, and
- recognizing when a text has open issues that require additional research.

Supporting documents for the **Critical Reading and Evaluation** set present debates, conversations, and literary or historical texts with opposing views on authentic issues. To answer questions in this section, students apply critical-thinking skills that include

- supporting or refuting a position,
- analyzing logic,
- identifying assumptions in arguments,

- evaluating the reliability of information,
- identifying connected and conflicting information, and
- making justifiable inferences.

In the **Critique an Argument** set, students are presented with a brief argument about an authentic issue and asked to analyze the argument. To answer the five questions in this section, students must apply critical-thinking skills that include

- evaluating the reliability of information, including potential biases or conflicts of interest;
- detecting logical flaws and questionable assumptions;
- addressing additional information that could strengthen or weaken the argument; and
- evaluating alternate conclusions.

To view sample SRQs, please visit the Sample Tasks section of CAE's website at www.cae.org/cla.

ASSESSMENT DEVELOPMENT

CAE has a team of experienced writers who work with educational researchers and editorial reviewers to generate ideas and design carefully constructed performance tasks (PTs), selected-response questions (SRQs), and supporting documents. Each group contributes to the development and revision of these materials.

PT Development

Throughout development, writers, researchers, and reviewers refine materials to ensure that each PT can support a variety of different approaches. The prompt must be sufficiently focused to guide students purposefully while providing them with the flexibility to demonstrate independent thinking. Questions must further be structured so students need to analyze and evaluate multiple sources of information from the Document Library to draw conclusions and justify their arguments.

Accompanying documents must present information in various formats and text types (e.g., tables, figures, news articles, editorials, emails, etc.). They must also provide enough information for students to formulate a number of reasonable arguments in response to the prompt. To achieve these goals, the development team drafts and revises a list of the intended content within each document. The list is used to check that each piece of information is clearly provided in the documents and that unwanted information is not embedded. During the editorial process, information is added and removed from the documents to ensure that students can reach approximately three to four different conclusions. Typically, some conclusions are better supported by available evidence than others.

The document list also serves as a starting point for scorer training and is used in alignment with analytic descriptions in the PT scoring rubrics. After several rounds of revisions, the most promising PTs are

selected for piloting. During this stage, student responses are examined to identify any lack of clarity in the prompt or any unintentional ambiguity or unuseful information in the accompanying documents. After revisions are made, PTs that meet expectations by eliciting a full range and variety of responses become operational.

SRQ Development

The development process for SRQs is similar to the one used for PTs. Writers create documents that are based on real-life data and topics and can support questions measuring higher-order thinking skills. When crafting these documents, writers present valid and invalid assumptions and conclusions, devise alternate hypotheses and conclusions, incorporate flawed arguments, and leave some issues intentionally unanswered. These characteristics serve as a foundation for the creation of SRQs.

When reviewing item sets, editors work with writers to confirm that correct answer options are in fact correct based on information provided in the documents. Editors and writers also ensure that incorrect answer options are not potentially plausible. Throughout this process, the development team also checks to make sure that questions assess the intended critical-thinking skills.

After several rounds of revision, the most promising SRQs are selected for piloting. During this stage, student responses are examined to identify any errors or lack of clarity in questions and answer options. Responses are also reviewed to check whether accompanying documents contain unintentional ambiguity or unuseful information. After revisions are made, SRQs that function well—questions that are of appropriate difficulty and that effectively discriminate between high- and low-performing students—become operational.

APPENDIX G: SCORING CLA+

SCORING CRITERIA

Student responses to **Performance Tasks** are scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses. These characteristics are described in detail within the Performance Task rubric, available on CAE's website at www.cae.org/claprubric.

Selected-Response Questions are scored based on the number of correct responses that students

provide. Each of three question sets represents a skill area: Scientific and Quantitative Reasoning (10 questions), Critical Reading and Evaluation (10 questions), and Critique an Argument (5 questions). Because some question sets may be more difficult than others, the subscores for each category are adjusted to account for these differences and reported on a common scale. See Appendix J, *Scaling Procedures*, for more information about the scaling process.

THE SCORING PROCESS

During the piloting of **Performance Tasks (PTs)**, all student responses are double-scored. Human scorers undertake this process, and the documentation they assemble is later used to train more scorers and program the machine-scoring engine for operational test administrations.

CAE uses a combination of human and automated scoring for its operational PTs. Student responses are scored twice: once by a human scorer and once by the Intelligent Essay Assessor (IEA). This automated scoring engine was developed by Pearson Knowledge Technologies to evaluate textual meaning, not just writing mechanics. Using a broad range of CLA+ student responses and human-generated scores, Pearson has trained the IEA to evaluate CLA+ PTs in a manner that maintains consistency between human and automated scoring.

The rigorous training that candidates undergo to become certified CLA+ scorers further promotes the validity and reliability of the scoring process. Training sessions include an orientation to the prompts, scoring guides, and rubrics; extensive feedback and discussion after the evaluation of each student response; and repeated practice grading a wide range of student responses.

To ensure the continuous calibration of human scorers, CAE has also developed the E-Verification system for its online scoring interface. This system calibrates scorers by having them evaluate previously-scored responses, or "Verification Papers," throughout the scoring process. Designed to improve and streamline scoring, the E-Verification system periodically substitutes student responses

with Verification Papers. These papers are not flagged for the scorers, and the system does not indicate when scorers have successfully evaluated them. However, if a scorer fails to assess a series of Verification Papers accurately, that scorer is targeted for additional coaching in a remediation process or is permanently removed from scoring.

Each student response receives three subscores in Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. The subscores are assigned on a scale of 1 (lowest) to 6 (highest). Blank responses or responses unrelated to the task (e.g., what a student had for breakfast) are flagged for removal from test results.

Students also receive three subscores for the **Selected-Response Questions (SRQs)**, one for each of the sets, which measure Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Argument Critique. Unless a student fails to start the section or is unable to finish due to a technical glitch or connection error, any unanswered SRQs are scored as incorrect. However, if a student does not attempt at least half of the SRQs, the student will not receive a score for the section. Subscores are determined by the number of correct responses, adjusted based on item difficulty, and reported on a common scale. The adjustment ensures that scoring is consistent, for example, whether a student answers seven questions correctly in an easier set or six in a more difficult one. Scores are equated so that each subscore category has the same mean and standard deviation and all test forms are comparable. Score values range from approximately 200 to 800 for each SRQ section.

APPENDIX H: MASTERY LEVELS

SETTING STANDARDS FOR CLA+

Following the creation of CLA+, a standard-setting study was conducted to establish fair and defensible levels of mastery for the new and improved assessment. This formal study was held at CAE headquarters in New York City on December 12, 2013. Twelve distinguished panelists, representing a variety of educational and commercial sectors, were invited to participate. The table below lists each panelist.

During the standard-setting study, panelists defined descriptions of three mastery levels: Basic, Proficient, and Advanced. A fourth level, Accomplished, was added in November 2014 using the same methodology and the same panelists. Panelists' discussions were based on the CLA+

scoring rubric as well as the knowledge, skills, and abilities required to perform well on CLA+. The purpose of this activity was to develop consensus among the judges regarding each mastery level and to create a narrative profile of the knowledge, skills, and abilities necessary for CLA+ students.

During subsequent rating activities, panelists relied on these consensus profiles to make item performance estimates. Judges broke into three groups of four, and each group evaluated characteristics related to one mastery level. The groups then reconvened and reported their findings to the group at large so they could form final consensus on student performance at each of the three mastery levels.

CLA+ Standard-Setting Study Participant List and Institutional Affiliation

PARTICIPANT	INSTITUTION
Aviva Altman	Johnson & Johnson
Jon Basden	Federal Reserve
Mark Battersby	Capilano University (Canada)
Paul Carney	Minnesota State Technical and Community College
Anne Dueweke	Kalamazoo College
Terry Grimes	Council of Independent Colleges
Sonia Gugga	Columbia University
Marsha Hirano-Nakanishi	California State University System
Rachel L. Kay	McKinsey & Company
Michael Poliakoff	American Council of Trustees and Alumni
Elizabeth Quinn	Fayetteville State University
Paul Thayer	Colorado State University

CLA+ MASTERY LEVELS

CAE uses outcomes from the 2013 standard-setting study to distinguish between CLA+ students with varying knowledge, skills, and abilities as measured by the assessment. On individual reports, Mastery Levels are determined by students' Total CLA+ scores. On institutional reports, they are determined by each class level's mean Total CLA+ score.

Institutions should not use mastery levels for purposes other than the interpretation of test

results. If an institution wishes to use the attainment of CLA+ mastery levels as part of a graduation requirement or the basis for an employment decision, the institution should conduct a separate standard-setting study with this specific purpose in mind.

The following table summarizes each level of mastery and provides a description of students below the basic level of mastery.

Student Levels of Mastery Profiles

LEVEL OF MASTERY	PROFILE
BELOW BASIC	Students who are below basic do not meet the minimum requirements to merit a basic level of mastery.
BASIC	<p>Students at the basic level should be able to demonstrate that they at least read the documents, made a reasonable attempt at an analysis of the details, and are able to communicate in a manner that is understandable to the reader. Students should also show some judgment about the quality of the evidence.</p> <p>Students at the basic level should also know the difference between correlation and causality. They should be able to read and interpret a bar graph, but not necessarily a scatter plot or comprehend a regression analysis. Tables may be out of reach for basic students as well.</p>
PROFICIENT	<p>Students at the proficient level should be able to extract the major relevant pieces of evidence provided in the documents and provide a cohesive argument and analysis of the task. Proficient students should be able to distinguish the quality of the evidence in these documents and express the appropriate level of conviction in their conclusion given the provided evidence. Additionally, students should be able to suggest additional research and/or consider the counterarguments. Minor errors in writing need to be defined rigorously.</p> <p>Proficient students have the ability to correctly identify logical fallacies, accurately interpret quantitative evidence, and distinguish the validity of evidence and its purpose. They should have the ability to determine the truth and validity of an argument. Finally, students should be able to know when a graph or table is applicable to an argument.</p>
ACCOMPLISHED	<p>Students at the accomplished level of mastery should be able to analyze the information provided in the documents, extract relevant pieces of evidence, and make correct inferences about this information. Accomplished students should be able to identify bias, evaluate the credibility of the sources, and craft an original and independent argument. When appropriate, students will identify the need for additional research or further investigation. They will refute some, but not all of the counterarguments within the documents and use this information to advance their argument. Accomplished students also have the ability to correctly identify logical fallacies, accurately interpret and analyze qualitative and quantitative evidence (e.g., graphs and charts), and incorporate this information into their argument. Students will be able to correctly identify false claims and other sources of invalid information and integrate this information in their responses.</p> <p>Student responses are presented in a cohesive and organized fashion. There may be infrequent or minor errors in writing fluency and mechanics, but they will not detract from the reader's comprehension of the text.</p>
ADVANCED	<p>Students at the advanced level demonstrate consistency, completeness, and show a command of the English language in their response. They have a level of sophistication that is not seen in the proficient or basic levels. Advanced students create and synthesize the provided evidence, are comfortable with ambiguity, are able to structure their thoughts, understand causality, add new ideas, and introduce new concepts in order to create or seek new evidence. They think about conditions and nuances and express finer points and caveats by proposing a conditional conclusion.</p> <p>The students at this level display creativity and synthesis, while understanding the finer points in the documents. For example, advanced students will be able to synthesize the information across multiple documents and address the ambiguities in the data that are presented, such as outliers and knowing how sample size affects outcomes. Advanced students will also be able to identify and highlight gaps in logic and reasoning.</p>

APPENDIX I: DIAGNOSTIC GUIDANCE

INTERPRETING CLA+ RESULTS

CLA+ test results can be used to evaluate an institution's overall performance on tasks measuring higher-order thinking skills. Test results can also be used to determine an individual student's areas of relative strength and weakness.

Examining performance across both CLA+ sections can serve as a comprehensive diagnostic exercise since the combination of necessary knowledge, skills, and abilities differs for the Performance Task (PT) and the Selected-Response Questions (SRQs). The PT measures Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics, while the SRQs measure Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument (the detection of logical flaws and questionable assumptions).

SRQ subscores are assigned based on the number of questions answered correctly; this value is then adjusted to account for item difficulty, and the adjusted value is converted to a common scale. Established in relation to the test performance of freshmen in the fall of 2013, the scale has a mean of 500 and a standard deviation of 100. SRQ subscores thus range from approximately 200 to 800.

PT subscores are assigned on a scale of 1 (lowest) to 6 (highest). Unlike the SRQ subscores, PT subscores

are not adjusted for difficulty. These subscores remain as is because they are intended to facilitate criterion-referenced interpretations. For example, a score of "4" in Analysis and Problem Solving signifies that a response has certain qualities (e.g., "Provides valid support that addresses multiple pieces of relevant and credible information..."). Any adjustment to the score would compromise this interpretation.

The ability to make a claim such as, "Our students seem to be doing better in Writing Effectiveness than in Analysis and Problem Solving," is clearly desirable. These types of observations can be made by comparing the distributions for each subscore in Section 4 of your institutional report (specifically, on page 5). Please examine these test results in combination with the PT scoring rubric as well, available on CAE's website at www.cae.org/claptrubic.

CLA+ Mastery Levels further contextualize PT and SRQ subscores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level corresponds to specific evidence of critical-thinking and written-communication skills. Please see Appendix H, *Mastery Levels*, for detailed information about each Mastery Level.

COMPARING RESULTS ACROSS ADMINISTRATIONS

One way to assess institutional performance is to track changes in CLA+ test scores over time. This goal can be achieved by testing a cohort of students longitudinally or by participating regularly in cross-sectional CLA+ administrations.

The CLA+ assessment format differs from that of its predecessor, the CLA. Therefore, direct score comparisons are not feasible for test data collected before and after fall 2013. However, scaling equations can be used to adjust CLA scores for the purpose of making comparisons with CLA+.

Schools wishing to relate current CLA+ test results to CLA results in previous years can use the following equation, derived by comparing the CLA and CLA+ total scores from 132 institutions that tested students on both forms of the assessment ($r=0.881$):

CLA scores from fall 2010 – spring 2013:
 $score_{CLA+} = 204.807 + (0.792 \cdot score_{CLA})$

CLA scores from before fall 2010:
 $score_{CLA+} = 212.908 + (0.673 \cdot score_{CLA})$

In addition to making direct score comparisons across earlier test administrations, schools can also use their percentile rankings to determine changes in performance relative to other CLA+ institutions.

Importantly, all test administrations after fall 2013 will be readily comparable. The institutional sample used for setting norms (percentile rankings, value-added parameters, etc.) will be fixed as of the 2013-14 academic year. So, any changes in value-added score or percentile ranking can now be attributed to a school's CLA+ test results rather than potential shifts in the norming sample.

APPENDIX J: SCALING PROCEDURES

CONVERTING CLA+ SCORES TO A COMMON SCALE

To provide CLA+ scores, CAE converts SRQ subscores and PT and SRQ section scores to a common scale of measurement.¹ This process allows us to combine score values from different assessment tasks and to compute mean scale scores for each CLA+ section. The process also lets us calculate a total average scale score for the examination based on performance within both sections.

For each **Performance Task (PT)**, raw subscores (for the three skill categories) are added to produce a raw section score. Because some PTs are more difficult than others, the raw section score is then converted to a common scale of measurement. The conversion produces scale scores that maintain comparable levels of proficiency across performance tasks and test forms. So, for example, a CLA+ scale score would indicate the same percentile rank regardless of the task a student received.

For the PT, CAE uses a linear transformation when converting raw scores to scale scores. The process creates a scale score distribution for CLA+ freshmen that has the same mean and standard deviation as their combined SAT Math and Critical Reading (or converted ACT) scores. The transformation was defined using data from college freshmen who took CLA+ in fall 2013. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For example, the student with the highest raw score on a PT will also have the highest scale score for that task; the student with the next highest raw score will be assigned the next highest scale score, and so on.

This scaling practice ensures that a very high PT raw score (not necessarily the highest possible score) corresponds approximately to the highest SAT (or converted ACT) score earned by a freshman testing in fall 2013. Similarly, a very low PT raw score would be assigned a scale score value close to the lowest SAT (or converted ACT) score earned by a freshman taking CLA+ in fall 2013. On rare occasions when students earn exceptionally high or low raw PT scores, their scale scores may fall outside the

normal SAT Math and Critical Reading score range of 400 to 1600.

For the **Selected-Response Questions (SRQs)**, raw subscores (for the three skill categories measured by the three question sets) are determined based on the number of correct responses. These raw subscores are first equated and then placed on a common scale. This process adjusts the subscores based on the difficulty of the item sets so the subscores have the same mean and standard deviation across all question sets. Comparisons can then be made across test forms.

Using a linear transformation, CAE then converts the equated subscores to a more interpretable scale with a mean of 500 and standard deviation of 100, again, based on data from freshmen taking CLA+ in fall 2013. This scale produces SRQ subscores ranging from approximately 200 to 800, similar to the subsections of the SAT.

The weighted average of the SRQ subscores is then transformed again, using the same scaling parameters as the PT. As before, the process creates a scale score distribution for CLA+ freshmen that has the same mean and standard deviation as their combined SAT Math and Critical Reading (or converted ACT) scores. The transformation is based on data from college freshmen who took CLA+ in fall 2013. The application of common parameters places both CLA+ section scores on the same scale.

Finally, CLA+ **Total Scores** are calculated by taking the average of the two CLA+ section scores. Thus, students who do not complete or provide scorable responses for both sections of the assessment do not receive Total CLA+ scores.

¹ Again, PT subscores are not adjusted because they support criterion-referenced interpretations based on the use of a scoring rubric.

SCALING EAA SCORES

Entering Academic Ability (EAA) is determined based on one of three sets of scores: (1) combined SAT Math and Critical Reading, (2) ACT Composite, or (3) Scholastic Level Examination (SLE) scores.

To facilitate testing comparisons across schools, CAE converts ACT scores to the scale of measurement used to report combined SAT Math and Critical Reading scores. We use the ACT-SAT crosswalk below for this purpose.

CAE administers the SLE at schools in which a majority of students lacks SAT or ACT scores (e.g., two-year institutions and open-admission schools). In these instances, the SLE, a short-form cognitive ability measure produced by Wonderlic, Inc., is added to CLA+. SLE scores are then converted to the SAT score scale using data from 1,148 students who took the CLA in spring 2006 and had both SAT and SLE scores.

SAT, converted ACT, and converted SLE scores are all referred to as EAA scores.

Standard ACT to SAT Crosswalk

ACT	SAT
36	1600
35	1560
34	1510
33	1460
32	1420
31	1380
30	1340
29	1300
28	1260
27	1220
26	1190
25	1150
24	1110
23	1070
22	1030
21	990
20	950
19	910
18	870
17	830
16	790
15	740
14	690
13	640
12	590
11	530

Source: ACT (2008). *ACT/College Board Joint Statement*. Retrieved from <http://www.act.org/aap/concordance/pdf/report.pdf>

APPENDIX K: MODELING DETAILS

MODELING STUDENT-LEVEL SCORES

When determining value-added scores on the student level, an equation like the one below is used to model the relationship between the Entering Academic Ability (EAA) scores of senior students and their CLA+ scores:

$$CLA_{ij} = \overline{CLA}_j + 0.48(EAA_{ij} - \overline{EAA}_j) + r_{ij}$$

In this equation, CLA_{ij} represents the CLA+ score of senior student i in school j . This value is modeled as a function of school j 's average senior CLA+ score (\overline{CLA}_j) and student i 's EAA score (EAA_{ij}) minus the average EAA score of all participating seniors at school j (\overline{EAA}_j). Essentially, the senior student's CLA+ score in this equation equals (1) the school's average senior CLA+ score plus (2) an adjustment based on the student's EAA score relative to the average EAA score of all senior participants in school j plus (3) residual term r_{ij} , which is equal to the difference between the student's observed and expected CLA+ performance. Further, the student-level slope coefficient for EAA is 0.48 in this

equation, which indicates that for every 1 point difference in EAA, one would expect to see a 0.48 point difference in CLA+ performance.

To illustrate the use of this equation for computing a student's expected CLA+ score, consider a school with an average senior CLA+ score of 1200 and an average EAA score of 1130. A senior student in this school with an EAA score of 1080 would be expected to have a CLA+ score of $1200 + 0.48(1080 - 1130) + 0 = 1176$. For residual term r_{ij} , 0 indicates no difference between observed and expected performance, while positive numbers denote "better than expected" performance and negative numbers denote "worse than expected" performance. So, if this student actually scored a 1210 on CLA+, then residual term r_{ij} would be +34 instead of 0 because this student would have scored 34 points higher than one would expect given his or her EAA. Using the equation described here would produce student-level deviation scores that differ slightly from those that inform the performance levels reported in your Student Data File.

MODELING SCHOOL-LEVEL SCORES

During hierarchical linear modeling (HLM), value-added scores on the school level are derived using an equation such as the following:

$$\overline{CLA}_j = 450.47 + 0.44(\overline{EAA}_j) + 0.20(\overline{CLA}_{fr,j}) + u_j$$

In this equation, \overline{CLA}_j represents the average senior CLA+ score at school j , \overline{EAA}_j represents the average EAA score of all participating seniors at school j , $\overline{CLA}_{fr,j}$ represents the average CLA+ score of participating freshmen at school j , and u_j represents the school's value-added score estimate. More specifically, u_j is the difference between a school's observed and expected average senior CLA+ performance. In this equation, 450.47 is the school-level intercept for the total CLA+ score, 0.44 is the school-level slope coefficient for the average EAA score, and 0.20 is the school-level slope coefficient for the average freshman CLA+ score.

It may seem unconventional to use the average freshman CLA+ score as a predictor of the average

senior CLA+ score, but analyses of CLA+ data consistently indicate that average freshman CLA+ performance adds significantly to this model. Average EAA and average freshman CLA+ performance are both useful in the model because they demonstrate distinct, significant characteristics of students as they enter college. Moreover, the model would not be credible as a means of computing value-added CLA+ scores if there were no control for CLA+ performance at the start of college.

To illustrate the use of this equation for estimating a school's value-added scores, consider the school we discussed above once again. This institution has an average freshman CLA+ score of 1050, an average senior CLA+ score of 1175, and an average senior EAA score of 1130. According to the school-level equation, one would expect the average senior CLA+ performance at this school to be $450.47 + 0.44(1130) + 0.20(1050) + 0 = 1158$.

However, the observed average senior CLA+ performance was 1190, which is 17 points higher

than the average senior CLA+ score expected at schools with similar EAA and freshman CLA+ scores. Once converted to a standard scale, the value-added score for this school would be 0.39, which would place the institution in the “Near Expected” performance level.

To expand on the significance of value-added scores and their proper interpretation, consider a group of CLA+ schools whose seniors had a similar set of academic skills upon entering college, as indicated by their average SAT, ACT, or SLE scores and their average CLA+ scores as freshmen. This similarity is critical as a basis of later comparison using value-added scores. If the average performance of seniors at one school in this group was better than the average performance of seniors at the other schools, one could infer that greater gains in critical thinking and written communication occurred at this school. That is, the school may have added greater value to its students’ educational experience over the course of four years.

INTERPRETING CONFIDENCE INTERVALS

Value-added scores are estimates of unknown quantities—“best guesses” based on reported information. Given their inherent uncertainty, these estimates must be interpreted in light of available information about their precision. As described in Appendix C, *Explanation of Your Results*, value-added estimation using hierarchical linear modeling (HLM) provides standard errors which can be used to compute a unique 95% confidence interval for each school. These standard errors reflect variation in EAA and CLA+ scores within and between schools and are most strongly related to senior sample size. Schools testing larger samples have smaller standard errors and corresponding 95% confidence intervals—and therefore obtain more precise value-added estimates.

To illustrate the relationship between these components of estimation, let us return to the example school with a value-added score of 0.39. If the senior sample size at this institution were near 100, the school would have a standard error of 0.26 (on the standardized value-added score scale). The 95% confidence interval for this school would thus range from -0.12 to 0.90, which is calculated as the value-added estimate (0.39) plus or minus 1.96 multiplied by the standard error (0.26): $0.39 \pm (1.96)0.26$. To understand the significance of sample size, consider that the confidence interval would have been about 40% larger (from -0.34 to 1.12) if this school tested half as many students.

The major goal of value-added modeling is to obtain a benchmark of student performance based on demonstrated ability at the time of college entrance and to identify schools admitting similar students by applying this criterion. It is important to understand the types of comparisons that can be made using value-added scores as well as their limitations. For instance, a high value-added score does not necessarily indicate high absolute performance on CLA+. Schools with low absolute CLA+ performance may obtain high value-added scores by performing well relative to expectation (i.e., relative to the average performance of schools testing students with similar academic skills upon college entrance). Likewise, schools with high absolute CLA+ performance may obtain low value-added scores by performing poorly relative to expectation. Importantly, though it is technically acceptable to interpret value-added scores as relative to all other CLA+ schools after controlling for student characteristics, this approach is not advisable because it encourages false comparisons among disparate institutions.

Alternatively, it would have been about 80% smaller (from 0.29 to 0.49) if the school tested twice as many students.

One could draw several inferences from the 95% confidence interval calculated for the example school. First, the school’s value-added score is significantly different from scores lower than -0.12 and greater than 0.90. Also, because 0 falls within this range, one might say the school’s value-added score is not significantly different from 0. Here, it should be noted that a value-added score of 0 does *not* indicate the absence of learning, as if students made no gains at their institution. Rather, a value-added score of 0 reflects typical (or “near expected”) average senior CLA+ performance, which implies educational outcomes typical of schools testing students with similar academic skills upon college entrance.

Inaccurate interpretations of confidence intervals are unfortunately common. For instance, it is *not* correct to say there is a 95% chance that the example school’s “true” value-added score is between -0.12 and 0.90. Rather, there is a 95% chance that the interval ranging between -0.12 and 0.90 includes the true value-added score. Chance lies in the identification of the correct range, not the existence of the score. Put another way, the confidence interval reflects uncertainty in the estimate of the true score due to sampling variation,

not uncertainty in the true score itself. Correctly interpreted, a 95% confidence interval indicates the variation in value-added score ranges we should expect to see if testing were repeated with different samples of students a large number of times. So, if

testing were repeated 100 times with different samples of students, about 95 out of the 100 resulting confidence intervals would include a school's "true" value-added score.

STATISTICAL SPECIFICATION OF THE CLA+ VALUE-ADDED MODEL

Level 1 (Student Level): $CLA_{ij} = \beta_{0j} + \beta_{1j}(EAA_{ij} - \bar{EAA}_j) + r_{ij}$

- CLA_{ij} is the CLA+ score of student i at school j .
- EAA_{ij} is the Entering Academic Ability (EAA) score of student i at school j .
- \bar{EAA}_j is the mean EAA score at school j .
- β_{0j} is the student-level intercept (equal to the mean CLA+ score at school j).
- β_{1j} is the student-level slope coefficient for EAA at school j (assumed to be the same across schools).
- r_{ij} is the residual for student i in school j , where $r_{ij} \sim N(0, \sigma^2)$ and σ^2 is the variance of the student-level residuals (the pooled within-school variance of CLA+ scores after controlling for EAA).

Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \gamma_{01}(\bar{EAA}_j) + \gamma_{02}(CLA_{fr,j}) + \mu_{0j}$ and $\beta_{1j} = \gamma_{10}$

- \bar{EAA}_j is the mean EAA score at school j .
- $CLA_{fr,j}$ is the mean freshman CLA+ score at school j .
- β_{0j} is the student-level intercept (equal to the mean CLA+ score at school j).
- β_{1j} is the student-level slope coefficient for EAA at school j (assumed to be the same across schools).
- γ_{00} is the school-level value-added equation intercept.
- γ_{01} is the school-level value-added equation slope coefficient for senior mean EAA.
- γ_{02} is the school-level value-added equation slope coefficient for freshman mean CLA+.
- γ_{10} is the student-level slope coefficient for EAA (assumed to be the same across schools and thus equivalent to β_{1j}).
- μ_{0j} is the value-added equation residual for school j (i.e., the value-added score), where $\mu_{0j} \sim N\left(\begin{bmatrix} 0 \\ 0 \end{bmatrix}; \begin{bmatrix} \tau_{00} & 0 \\ 0 & 0 \end{bmatrix}\right)$ and τ_{00} is the variance of the school-level residuals (the variance in mean CLA+ scores after controlling for mean EAA and mean freshman CLA+ scores).

Mixed Model (combining the school- and student-level equations and utilizing the same variables as above):

$$CLA_{ij} = \gamma_{00} + \gamma_{01}(\bar{EAA}_j) + \gamma_{02}(CLA_{fr,j}) + \gamma_{10}(EAA_{ij} - \bar{EAA}_j) + \mu_{0j} + r_{ij}$$

ESTIMATED PARAMETERS FOR THE VALUE-ADDED MODEL

Estimated Parameters for the Value-Added Model

	γ_{00}	γ_{10}	γ_{01}	γ_{02}	STANDARD DEVIATION
TOTAL CLA+ SCORE	450.47	0.48	0.44	0.20	43.56
PERFORMANCE TASK	442.73	0.39	0.35	0.29	52.50
SELECTED-RESPONSE QUESTIONS	454.37	0.57	0.50	0.14	43.71

The table above shows the estimated parameters for the CLA+ value-added model. Using these parameters and the instructions below (or the statistical models on the previous page), you will be able to compute the expected senior CLA+ score for your institution. In combination with the observed

mean score for seniors at your school, you can then calculate your school's value-added score. Using these values, you can also perform subgroup analyses or make value-added estimates for student groups with longitudinal data.

HOW TO CALCULATE CLA+ VALUE-ADDED SCORES

To calculate value-added scores for your students, you will need:

- Samples of entering and exiting students with EAA and CLA+ scores (See your CLA+ Student Data File.)
- The estimated parameters for the value-added model (See the table above.)

1. Refer to your CLA+ Student Data File to identify your subgroup sample of interest. The subgroup must contain freshmen and seniors with EAA and CLA+ scores.
2. Using your CLA+ Student Data File, compute:
 - The mean EAA score of seniors (exiting students) in the sample
 - The mean CLA+ score of freshmen (entering students) in the sample
 - The mean CLA+ score of seniors (exiting students) in the sample
3. Calculate the senior sample's expected mean CLA+ score, using the parameters from the table above. Please note that the same equation can be used for each CLA+ section score and for the Total CLA+ score as well by selecting the appropriate parameter values and inserting them into this equation:

$$\text{expected mean CLA score} = \gamma_{00} + \gamma_{01}(\text{senior mean EAA}) + \gamma_{02}(\text{freshman mean CLA score})$$

4. Use your expected score to calculate your subgroup sample's value-added score:

$$\text{value-added score, unstandardized} = (\text{senior mean CLA score}) - (\text{expected mean CLA score})$$

5. Convert that value-added score to standard deviation units, using the standard deviation value in the table above:

$$\text{value-added score, standardized} = \frac{\text{value - added score, unstandardized}}{\text{Standard Deviation}}$$

APPENDIX L: PERCENTILE LOOK-UP TABLES

PERCENTILE LOOK-UP TABLES FOR CLA+ SCORES

For schools interested in the distribution of CLA+ performance, CAE provides percentile tables that list scores for total CLA+, as well as each section of the examination (PT and SRQs) and EAA, all associated with a percentile value.

These tables are available on CAE's website. Institution-level percentile scores can be found at www.cae.org/clapluschoolpercentiles, and student-level percentile scores can be found at www.cae.org/claplusStudentpercentiles.

APPENDIX M: STUDENT DATA FILE

EXPLORING STUDENT DATA

In tandem with your institutional report, CAE provides a CLA+ Student Data File, which gathers content from three sources: CLA+ scores and identifiers computed by CAE, academic data and demographic information provided by your registrar, and self-reported information from your students' CLA+ online profiles and post-assessment surveys. Each piece of data in the spreadsheet is identified as a separate variable.

The Student Data File contains information identifying each student and the test administrations being reported. Here, you will also find testing times and a full range of scoring information, such as Performance Task (PT) subscores and section scores, Selected-Response Question (SRQ) subscores and section scores, and Total CLA+ scores. Other scoring information includes performance levels and percentile ranks for each section and the test as a whole, overall mastery levels, and Entering Academic Ability (EAA) scores.

The data file provides student grade point average and demographic information as well, including student responses to new survey questions regarding how much effort they put into each CLA+ section and how engaging they found these sections to be. Student responses may help contextualize individual scores and institutional results. These responses may also help schools identify motivational issues within participant groups, so schools can adjust their outreach and recruitment methods for future administrations.

Local Survey is a tool that allows institutions to add as many as nine questions of their own to the post-assessment survey. If an institution uses the Local Survey feature within the CLA+ testing platform,

responses to these questions will also appear in the Student Data File. The set of combined questions allows schools to create a richer, customized collection of data to facilitate institutional research using CLA+.

You may link the student-level information in this file with other data you collect—for example, from the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), or from local portfolios, assessments, or studies of course-taking patterns, specialized program participation, etc. The gathered information can help you hypothesize about a range of factors related to institutional performance.

Student-level scores were not originally designed to serve a diagnostic purpose at the individual level. However, with the advent of CLA+, these scores have greater utility. Student-level results can now be used for formative purposes, to identify areas of weakness for individual students and to help determine performance issues across participant groups. Schools may analyze the performance of student subgroups to determine whether certain students may benefit from targeted educational enhancements. Value-added scores may be estimated for these subgroups as well and compared to growth estimates across the institution.

Starting with the fall 2013 administration, student-level CLA+ results can now be compiled from year to year, yielding a larger and much richer data set than one gathering results from a single academic year. Student data aggregated across years will allow schools to track performance longitudinally so they can identify improvements in critical thinking and written communication made by their students.

APPENDIX N: MOVING FORWARD

WHAT NEXT?

The information presented in your institutional report is designed to help you better understand the contributions your school has made toward student learning. Yet, the report alone provides only a snapshot of student performance. By combining it with other tools and services that CLA+ has to offer, the institutional report can become part of a powerful evaluation and enrichment strategy. It can help you and your school target specific areas of improvement and align teaching, learning, and assessment effectively to enhance student performance over time.

We encourage institutions to examine CLA+ performance closely and review the results carefully with their educators. Schools can extend these analyses by linking student-level CLA+ outcomes with other data sources and pursuing in-depth sampling. Collaboration with peer schools and participation in professional development opportunities can support institutions and their educators further by showing how research findings can inform teaching practices and help improve student learning.

Using your Student Data File, you can relate student-level CLA+ results to data you collect on course-taking patterns, grade achievement, and other topics of inquiry. CLA+ subscores in Analysis and Problem Solving, Writing Effectiveness, Writing Mechanics, Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument can contribute to analyses of portfolios, student surveys, and other sources by helping you focus on specific areas that may benefit from improvement. Internal analyses conducted through in-depth sampling can help you generate hypotheses and develop a basis for additional research.

CLA+ can offer peer group comparisons, but the true strength of peer learning comes through collaboration. CAE facilitates cooperative

relationships among CLA+ schools by encouraging the formation of consortia. Moreover, CAE hosts web conferences that periodically feature campuses engaged in promising work with CLA+.

CAE also provides workshops geared toward helping institutions maximize the utility of their Student Data Files. In these sessions, CAE researchers work with institutional staff, showing them ways to dig deeper into student results so they can answer questions about performance on CLA+ and identify areas of strength or weakness. To reserve one of these sessions for your institution, please email clateam@cae.org.

Finally, our professional development services shift the focus from assessment outcomes to pedagogical tools in Performance Task Academies. These two-day, hands-on training workshops offer faculty members guidance in the creation of their own performance tasks. Modeled on the structure of CLA+ tasks and designed to support the teaching objectives of individual courses, faculty-developed tasks can be used as classroom exercises, homework assignments, or even local-level assessments. To learn more about Performance Task Academies, please consult the Events page on the CAE website (www.cae.org).

In all these ways, we encourage institutions to explore a system of continuous improvement driven by the diagnostic potential of CLA+. When used in combination, our programs and services reinforce the belief that institutions must connect teaching, learning, and assessment in authentic and meaningful ways to strengthen and advance their students' higher-order thinking skills.

Without your contributions, CLA+ would not be on the exciting path it is on today. We thank you for your participation and look forward to your continued involvement!

APPENDIX O: CAE BOARD OF TRUSTEES AND OFFICERS

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215 Lexington Avenue
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CAE

Spring 2015 CLA+ Results

Institutional Report

University of New Mexico



cla+

TABLE OF CONTENTS

Your Results

1	Summary Results, by Class	p. 2
2	Distribution of Mastery Levels	p. 3
3	Value-Added Estimates	p. 4
4	CLA+ Subscores	p. 5
5	Student Effort and Engagement	p. 6
6	Student Sample Summary	p. 7

Appendices

A	Introduction to CLA+	p. 8
B	Methods	p. 10
C	Explanation of Your Results	p. 12
D	Results Across CLA+ Institutions	p. 16
E	Institutional Sample	p. 20
F	CLA+ Tasks	p. 24
G	Scoring CLA+	p. 27
H	Mastery Levels	p. 28
I	Diagnostic Guidance	p. 30
J	Scaling Procedures	p. 31
K	Modeling Details	p. 33
L	Percentile Lookup Tables	p. 37
M	Student Data File	p. 38
N	Moving Forward	p. 39
O	CAE Board of Trustees and Officers	p. 40

SECTION 1: SUMMARY RESULTS, BY CLASS**Number of Students Tested, by Class**

Freshmen: 133 Sophomores: N/A Juniors: N/A Seniors: 59

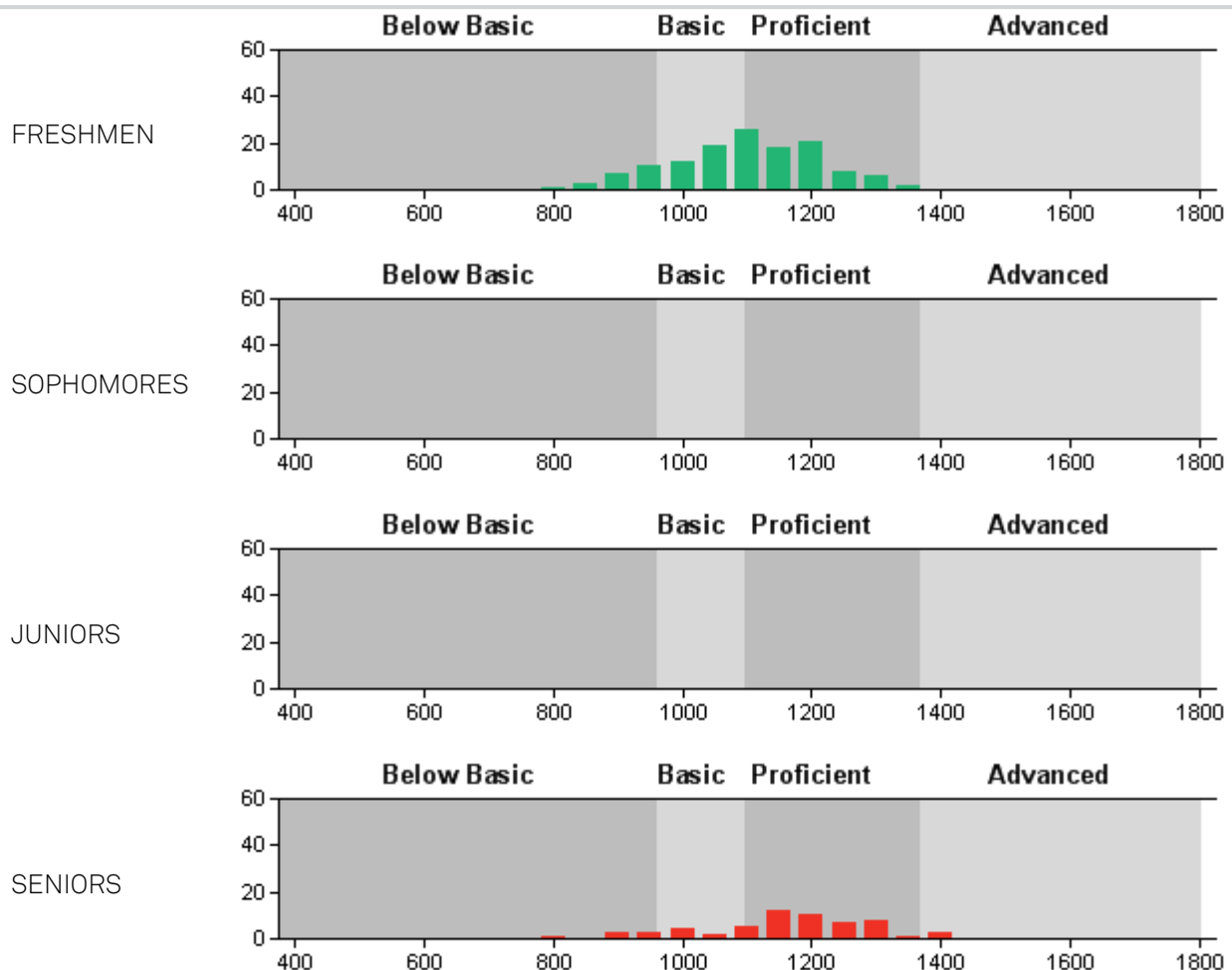
Summary CLA+ Results, by Class

		MEAN SCORE	25 TH PERCENTILE SCORE	75 TH PERCENTILE SCORE	MEAN SCORE PERCENTILE RANK	EFFECT SIZE V. FRESHMEN
TOTAL CLA+ SCORE	Freshmen	1125	1054	1206	85	--
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	1188	1122	1268	81	0.56
PERFORMANCE TASK	Freshmen	1098	1006	1193	76	--
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	1163	1051	1249	73	0.52
SELECTED- RESPONSE QUESTIONS	Freshmen	1151	1038	1266	92	--
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	1212	1100	1349	83	0.38
ENTERING ACADEMIC ABILITY	Freshmen	1087	990	1190	69	--
	Sophomores	N/A	N/A	N/A	N/A	--
	Juniors	N/A	N/A	N/A	N/A	--
	Seniors	1110	990	1220	70	--

University of New Mexico has a senior Total CLA+ score of **1188** and percentile rank of **81**. The corresponding Mastery Level for this score is **Proficient**.

SECTION 2: DISTRIBUTION OF MASTERY LEVELS

Distribution of CLA+ Scores, by Mastery Level



Mastery Levels, by Class

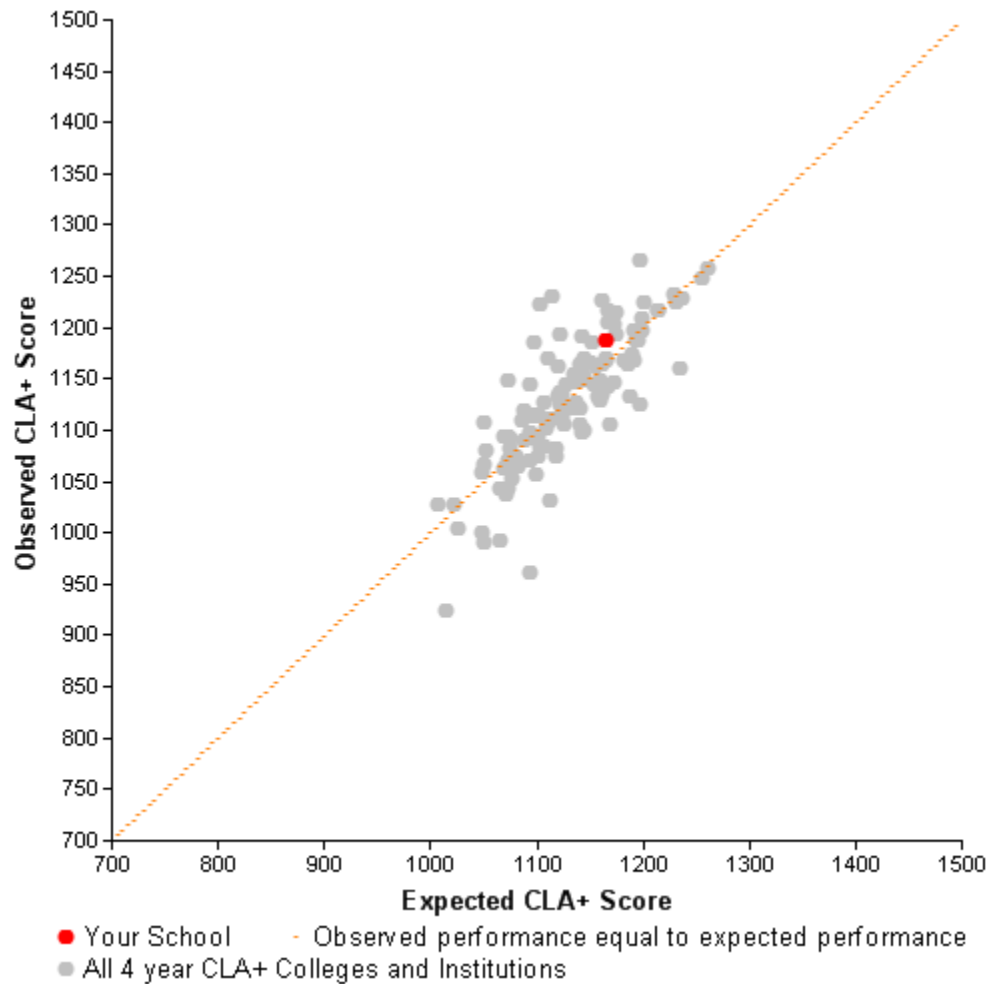
	MEAN TOTAL CLA+ SCORE	MEAN MASTERY LEVEL	PERCENT BELOW BASIC	PERCENT BASIC	PERCENT PROFICIENT	PERCENT ADVANCED
FRESHMEN	1125	Proficient	9	30	59	2
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	1188	Proficient	8	14	71	7

SECTION 3: VALUE-ADDED ESTIMATES

	EXPECTED SENIOR MEAN CLA+ SCORE	ACTUAL SENIOR MEAN CLA+ SCORE
Total CLA+ Score	1164	1188
Performance Task	1150	1163
Selected-Response Questions	1171	1212

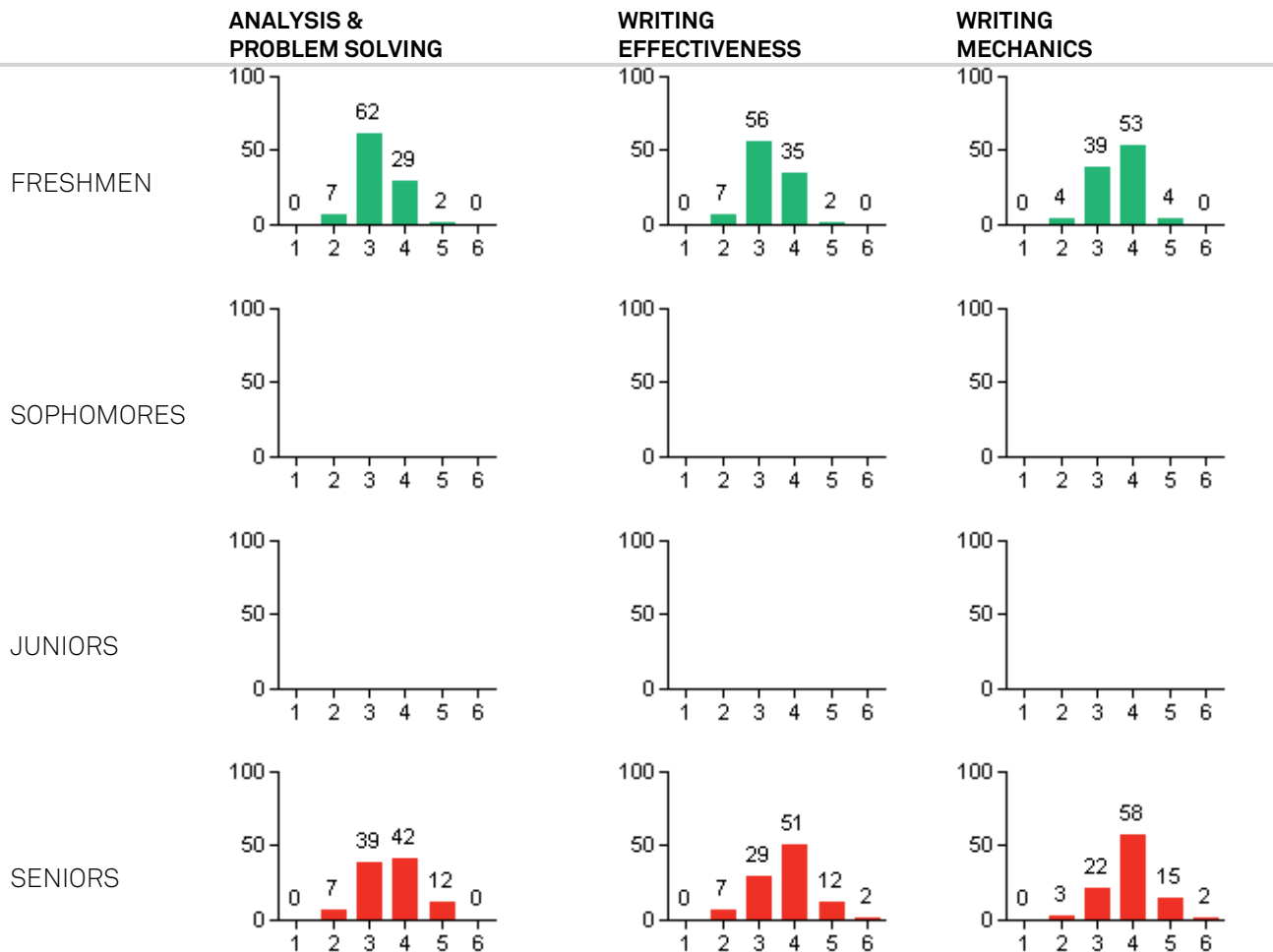
	VALUE-ADDED SCORE	PERFORMANCE LEVEL	PERCENTILE RANK	CONFIDENCE INTERVAL BOUNDS	
				LOWER	UPPER
Total CLA+ Score	0.55	Near	77	-0.14	1.24
Performance Task	0.25	Near	64	-0.48	0.98
Selected-Response Questions	0.94	Near	82	0.18	1.70

Expected vs. Observed CLA+ Scores



SECTION 4: CLA+ SUBSCORES

Performance Task: Distribution of Subscores (in percentages)



NOTE: The Performance Task subscore categories are scored on a scale of 1 through 6.

Selected-Response Questions: Mean Subscores

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score
FRESHMEN	543	477	620	544	508	608	561	458	627
SOPHOMORES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
JUNIORS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SENIORS	573	512	651	575	525	640	569	474	627

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

SECTION 5: STUDENT EFFORT AND ENGAGEMENT**Student Effort and Engagement Survey Responses**

How much effort did you put into the written-response task/ selected-response questions?

		NO EFFORT AT ALL	A LITTLE EFFORT	A MODERATE AMOUNT OF EFFORT	A LOT OF EFFORT	MY BEST EFFORT
PERFORMANCE TASK	Freshmen	0%	1%	23%	46%	31%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	0%	0%	22%	46%	32%
SELECTED-RESPONSE QUESTIONS	Freshmen	0%	9%	49%	25%	17%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	0%	7%	44%	31%	19%

How engaging did you find the written-response task/ selected-response questions?

		NOT AT ALL ENGAGING	SLIGHTLY ENGAGING	MODERATELY ENGAGING	VERY ENGAGING	EXTREMELY ENGAGING
PERFORMANCE TASK	Freshmen	3%	5%	42%	39%	11%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	3%	7%	41%	39%	10%
SELECTED-RESPONSE QUESTIONS	Freshmen	9%	30%	40%	20%	2%
	Sophomores	N/A	N/A	N/A	N/A	N/A
	Juniors	N/A	N/A	N/A	N/A	N/A
	Seniors	7%	24%	44%	19%	7%

SECTION 6: STUDENT SAMPLE SUMMARY**Student Sample Summary**

DEMOGRAPHIC CHARACTERISTIC		FRESHMEN		SOPHOMORES		JUNIORS		SENIORS	
		N	%	N	%	N	%	N	%
TRANSFER	Transfer Students	--	--	N/A	N/A	N/A	N/A	0	0%
	Non-Transfer Students	--	--	N/A	N/A	N/A	N/A	59	100%
GENDER	Male	49	37%	N/A	N/A	N/A	N/A	20	34%
	Female	81	61%	N/A	N/A	N/A	N/A	39	66%
	Decline to State	3	2%	N/A	N/A	N/A	N/A	0	0%
PRIMARY LANGUAGE	English	112	84%	N/A	N/A	N/A	N/A	53	90%
	Other	21	16%	N/A	N/A	N/A	N/A	6	10%
FIELD OF STUDY	Sciences & Engineering	55	41%	N/A	N/A	N/A	N/A	17	29%
	Social Sciences	14	11%	N/A	N/A	N/A	N/A	13	22%
	Humanities & Languages	12	9%	N/A	N/A	N/A	N/A	8	14%
	Business	13	10%	N/A	N/A	N/A	N/A	9	15%
	Helping / Services	29	22%	N/A	N/A	N/A	N/A	10	17%
	Undecided / Other / N/A	10	8%	N/A	N/A	N/A	N/A	2	3%
RACE/ ETHNICITY	American Indian / Alaska Native / Indigenous	3	2%	N/A	N/A	N/A	N/A	3	5%
	Asian (including Indian subcontinent and Philippines)	2	2%	N/A	N/A	N/A	N/A	1	2%
	Native Hawaiian or other Pacific Islander	0	0%	N/A	N/A	N/A	N/A	0	0%
	African-American / Black (including African and Caribbean), non-Hispanic	2	2%	N/A	N/A	N/A	N/A	1	2%
	Hispanic or Latino	55	41%	N/A	N/A	N/A	N/A	25	42%
	White (including Middle Eastern), non-Hispanic	62	47%	N/A	N/A	N/A	N/A	26	44%
	Other	4	3%	N/A	N/A	N/A	N/A	2	3%
	Decline to State	5	4%	N/A	N/A	N/A	N/A	1	2%
PARENT EDUCATION	Less than High School	4	3%	N/A	N/A	N/A	N/A	0	0%
	High School	21	16%	N/A	N/A	N/A	N/A	8	14%
	Some College	32	24%	N/A	N/A	N/A	N/A	16	27%
	Bachelor's Degree	37	28%	N/A	N/A	N/A	N/A	13	22%
	Graduate or Post-Graduate Degree	39	29%	N/A	N/A	N/A	N/A	22	37%

APPENDIX A: INTRODUCTION TO CLA+

INTRODUCTION TO CLA+

In 2002, the Collegiate Learning Assessment (CLA) was introduced as a major initiative of the Council for Aid to Education (CAE). Since its launch, the CLA has offered institutions a value-added approach to the measurement of higher-order thinking skills. The carefully designed questions in this examination require students to analyze, evaluate, and synthesize information as they demonstrate their ability to think critically and solve problems. Hundreds of institutions and hundreds of thousands of students have participated in the CLA testing program to date.

Initially, the CLA focused on helping institutions estimate their contributions to the development of students' higher-order thinking skills. As such, the institution rather than the student was the primary unit of analysis. In 2013, CAE expanded this scope with the introduction of CLA+. This enhanced version of the examination provides useful and reliable information about educational growth at the student level as well as the institutional level. Other features new to CLA+ include subscores for scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument. The addition of mastery levels also supports the reporting of criterion-referenced results in relation to skill proficiency.

CLA+ includes two major components: a Performance Task (PT) and a series of Selected-Response Questions (SRQs).

The **Performance Task** presents students with a real-world situation that requires a purposeful written response. Students are asked to address an issue, propose the solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by utilizing information provided in a Document Library. This repository contains a variety of reference materials, such as technical reports, data tables, newspaper articles, office memoranda, and emails. A full PT includes four to nine documents in the library. Students have 60 minutes to complete this constructed-response task.

In the second part of the examination, students are asked to answer 25 **Selected-Response Questions**. Ten questions measure scientific and quantitative reasoning, and ten measure critical reading and evaluation. Another five questions call for students

to critique arguments by identifying logical flaws and questionable assumptions. Like the PT, the 25 SRQs are document-based and require students to draw information from provided materials. Students have 30 minutes to complete this section of the assessment.

CLA+ is a powerful assessment tool created to help teachers and students meet their educational objectives. The examination supports programmatic change, particularly in regard to higher-order thinking skills. It shows faculty members, school administrators, and other interested individuals the skill areas requiring attention on an institutional level to strengthen instruction and maximize learning. CLA+ also provides students with direct, formative feedback they can use to evaluate and reflect on their development on a personal level.

Educators may decide to consult their students' CLA+ results when making individualized decisions related to admission, placement, scholarships, or grading. Institutions may also wish to use CLA+ results to provide independent corroboration of competency-based learning, or to recognize students who have exhibited the higher-order thinking skills required for success in twenty-first century careers. Students may choose to share their results with potential employers or graduate schools as well to provide evidence of the skills they have acquired at their college or university. A single test cannot serve as the benchmark for all student learning within higher education, but there are certain skill areas deemed important by most educators across virtually all institutions. The higher-order thinking skills that CLA+ measures fall into this crucial category.

CLA+ allows institutions to benefit from a model of continuous improvement that positions educators as central actors in the relationship between assessment, instruction, and the learning process. Significantly, it provides educators with a frame of reference for determining the status of skill achievement within their institutions as well as the progress their students have made relative to the development of students at other colleges and universities. That said, CLA+ does not rank institutions; rather, it highlights differences between them that can identify opportunities for educational improvements. Similarly, CLA+ does not rank students but instead highlights areas where

individuals excel or may need to focus more effort. CLA+ is an instrument designed to make a meaningful contribution to the improvement of

teaching and learning. In this respect, it is in a league of its own.

APPENDIX B: METHODS

CLA+ METHODOLOGY

CLA+ uses innovative questions and tasks to evaluate students' higher-order thinking skills. Each test form includes one Performance Task (PT) and 25 Selected-Response Questions (SRQs). The PT section measures three domains: analysis and problem solving, writing effectiveness, and writing mechanics. The SRQ section measures three domains as well: scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument, which involves the identification of logical flaws and questionable assumptions. Students have 90 minutes to complete the two sections of the assessment—60 minutes for the PT and 30 minutes for the SRQs.

Test results for CLA+ are delivered to institutions after administration windows have closed. Your institutional report presents scoring information for each section of the examination as well as total CLA+ performance for freshmen testing in the fall window and sophomores, juniors, and seniors testing in the spring window. The report includes analyses of the PT score, the SRQ score, and the Total CLA+ score.

PT and SRQ scores indicate the mean, or average, performance of all students who completed each section. PT mean scores are calculated by adding three raw subscores—for analysis and problem solving, writing effectiveness, and writing mechanics—and converting the sum using a common scale. SRQ mean scores are also calculated by adding three raw subscores—for scientific and quantitative reasoning, critical reading and evaluation, and critique an argument—and converting this sum using a common scale. Total CLA+ scores are then calculated by averaging the PT and SRQ mean scores. For more information about the scaling process, please see Appendix J, *Scaling Procedures*.

In addition to mean scores, your report includes 25th and 75th percentile scores, which characterize the score values earned by 25% and 75% of your students, respectively. For example, a 25th percentile score of 974 for the total CLA+ would inform you that 25% of your students earned 974 or less. Similarly, a 75th percentile score of 1096 would let you know that 75% of your students earned 1096 or less. The values that fall between the 25th and 75th percentile scores thus tell you the score values earned by 50% of your students. To extend the previous example,

the 25th and 75th percentile scores reported would let you know that 50% of your students earned Total CLA+ scores between 974 and 1096.

Your report may also include percentile rankings of your mean scores. These values let you know the percentage of institutions whose mean scores were lower than yours. Comparative in nature, these statistics are calculated based on the institutions testing within your administration window. Percentile rankings may thus not always be available, as they depend on the characteristics of the institutional sample.

Finally, the institutional report contains two types of growth estimates for the students in your school who took CLA+: effect sizes and value-added scores.

Effect sizes characterize the amount of growth evident across classes. They do so by relating the performance of the freshman class to that of the sophomore, junior, and senior classes. Please note that these statistics are available based on your students' participation in CLA+ testing by class. They do not take into account the performance of students at other institutions.

Effect sizes are calculated by subtracting the mean scores of the freshmen from the mean scores of each subsequent class and dividing these amounts by the standard deviation of the freshmen scores. (Standard deviation is a measure of the distance between the mean, or average, and all other values in a score set.) Effect sizes are reported in standard deviation units. By comparing effect sizes, you can gauge student growth over time and begin to analyze patterns of teaching and learning at your institution.

While effect sizes characterize growth from freshman to senior year within an institution, **value-added scores** relate that growth meaningfully to the growth of students across other colleges and universities. A simple comparison of the average achievement at all schools tends to present selective institutions in a favorable light and overlook the educational efficacy of schools admitting students with weaker academic backgrounds. Value-added modeling addresses this situation by providing us with scores comparable to those of institutions with entering students of similar academic ability. It is thus frequently viewed as an equitable way of estimating an institution's contribution to learning

and thus of demonstrating its relative educational efficacy.

To calculate value-added estimations, we employ a statistical technique known as hierarchical linear modeling (HLM). This method yields value-added scores that indicate the degree to which observed senior CLA+ mean scores at an institution meet, exceed, or fall below expectations as established by two factors: the seniors' entering academic ability (EAA) scores and the mean CLA+ performance of freshmen at the school, which serves as a control for any selection effects not addressed by EAA.¹ Only students with EAA scores are included in institutional analyses.

Institutions have high "value-added" scores when the average performance of their seniors is substantially better than expected. For example, consider an instance in which a group of schools admit students with similar average performance on general academic ability tests such as the SAT or ACT—and similar average performance on tests of higher-order thinking skills such as CLA+. After four years, the seniors at one school perform better than usual on CLA+ than the seniors do at other schools in the group. Given the initial similarities in testing performance across these schools, one can reasonably infer in this example that greater gains in critical thinking and writing skills occurred in the highest performing school. Importantly, low value-added scores do not necessarily indicate a lack of improvement between freshman and senior years; however, they do suggest that gains were lower than typically observed at schools testing students with similar EAA.

Value-added scores are placed on a standardized scale and assigned performance levels. These scores are also known as "z-scores" because they relate performance to the mean, or average. The categories for value-added scores are as follows:

- above +2.00: "well above expected,"
- +2.00 to +1.00: "above expected,"
- +1.00 to -1.00: "near expected,"
- -1.00 to -2.00: "below expected," and
- below -2.00: "well below expected."

Value-added scores are also accompanied by confidence intervals, which provide information about the precision of the estimates. Narrow confidence intervals indicate more precision, while wider intervals indicate less precision. Please note that our analyses take the results from all CLA+ institutions into consideration, regardless of sample

size or sampling strategy. Therefore, we also encourage you to apply due caution when interpreting your results if you tested a very small sample of students or believe that the students in your institution's sample are not representative of the larger student body.

In the past, value-added models were recalculated after each academic year, which allowed for a potential fluctuation in results due to changes in the sample of participating institutions rather than changes in actual growth within a college or university. The introduction of CLA+ marks the first time that value-added equation parameters will be fixed. This procedure will facilitate reliable year-to-year comparisons of value-added scores for CLA+ institutions.

¹ EAA is determined based on one of three sets of scores: (1) combined SAT Math and Critical Reading, (2) ACT Composite, or (3) Scholastic Level Examination (SLE) scores reported on the SAT Math and Critical Reading scale.

APPENDIX C: EXPLANATION OF YOUR RESULTS

This appendix provides guidance on interpreting the institutional results presented in sections 1–6 of your report. The sample of students analyzed in each table includes freshmen who tested in the fall window and sophomores, juniors, and seniors who tested in the spring window. To ensure that the results in your report are based on a consistent sample, your students must act as follows:

1. Take CLA+ within the administration window specified for their class level.
2. Complete all sections of the assessment, including the Performance Task, Selected-Response Questions, and the accompanying survey.
3. Have their EAA scores (SAT, ACT, or SLE) submitted to CAE by your institution's registrar.

Please note that students designated for exclusion from analyses by your institution during registrar data submission will not be included in the sample.

The results discussed in this appendix include percentile rankings and value-added scores, which relate performance in your school to performance at other CLA+ colleges and universities. To see cross-institutional summary data, please refer to Appendix D, *Results Across CLA+ Institutions*. For a complete list of all CLA+ institutions, consult Appendix E, *Institutional Sample*.

SUMMARY RESULTS, BY CLASS (Section 1, page 2)

The first table in Section 1 of this report is titled **Number of Students Tested, by Class**. This table specifies the number of freshmen who tested in the fall window and the number of sophomores, juniors, and seniors who tested in the spring window of the academic year. Your sample size is based on these numbers and used when calculating results in all subsequent tables and figures of the report. Please note that very small samples (e.g., fewer than 100 students for any given class) should be interpreted with caution, as smaller sample sizes are less likely to provide reliable or representative results.

The next table, **Summary CLA+ Results, by Class**, presents a statistical overview of the students in your sample. It provides mean scores, quartiles, percentile ranks, and effect sizes for each class level tested. These results pertain to the test as a whole as well as to each section. The table also includes an overview of your students' EAA, or entering academic ability. Please note that any class level not tested, or for which results are not applicable, is designated as "N/A" in this table and others throughout your report.

The Mean Score column lists the average scores for students in your sample. These scores are also considered your institutional CLA+ scores.

The 25th Percentile Score column indicates maximum score values earned by 25% of your students. Said another way, 25% of your students earned these score values or less. Similarly, the 75th

Percentile Score column indicates maximum score values earned by 75% of your students. By comparing results in the 25th and 75th columns, you can determine the range in which 50% of your students scored.

Mean Score Percentile Ranks indicate how well your institution performed relative to other CLA+ colleges and universities. The values in this column represent the percentage of institutions whose mean scores were lower than yours. If the sample of schools testing at a corresponding class level is insufficient, "N/A" will appear in the relevant cell of the table.

For a summary of institutional performance at CLA+ colleges and universities, please refer to Appendix D, *Results Across CLA+ Institutions*.

The final column in this table—Effect Size v. Freshmen—presents growth estimates across class levels at your school. Effect sizes relate the performance of freshmen to that of sophomores, juniors, and seniors, allowing you to evaluate student learning outcomes over time. Effect sizes are reported in units of standard deviation established by the performance of freshmen within your school. An effect size of 0 indicates no difference in the performance of entering and exiting students, while positive effect sizes show improved performance, with larger numbers representing increasingly stronger performance.

DISTRIBUTION OF MASTERY LEVELS (Section 2, page 3)

Section 2 of your institutional report focuses on Mastery Levels, which are criterion-referenced indicators of performance new to CLA+. On individual reports, Mastery Levels are determined by students' Total CLA+ scores. On institutional reports, they are determined by each class level's mean Total CLA+ score.

There are four Mastery Levels: Below Basic, Basic, Proficient, and Advanced. Please see Appendix H, *Mastery Levels*, for a detailed description of these categories and the process through which they were derived.

Section 2 includes two tables related to Mastery Levels. The first, **Distribution of CLA+ Scores, by**

Mastery Level, contains a histogram of Total CLA+ scores for each class level that you tested, overlaid with Mastery Level cut score points. This chart shows how the distribution of CLA+ scores within your sample corresponds to student mastery of the skills measured by CLA+.

The second table provides a summary of **Mastery Levels, by Class**. The first column of data lists the Mean Total CLA+ score for each class tested, followed by the corresponding Mastery Level—the level at which the average student within your sample performed. The next four columns present the percentage of students that performed at each Mastery Level, by class.

VALUE-ADDED ESTIMATES (Section 3, page 4)

Section 3 of your institutional report uses value-added estimates to relate growth at your institution to growth at other schools. Please note that all tables in this section will read "N/A" when schools test classes other than freshmen and seniors.

The first table provides your students' Expected Senior Mean CLA+ Scores alongside their Actual Senior Mean CLA+ Scores for the total examination as well as each section. Expected scores are determined by the typical performance of seniors at institutions testing similar samples of students. These samples are identified based on senior EAA scores and mean freshman performance on CLA+.

The second table presents value-added results. Your Value-Added Scores are calculated by obtaining the difference between your institution's Actual Senior Mean CLA+ Scores and Expected Senior Mean CLA+ scores. These amounts are then converted to standard deviation units.

Value-added scores for CLA+ and each section of the examination are accompanied by Performance Levels, which are based on the scores as follows:

- above +2.00: "well above expected,"
- +2.00 to +1.00: "above expected,"
- +1.00 to -1.00: "near expected,"
- -1.00 to -2.00: "below expected," and
- below -2.00: "well below expected."

In addition to Performance Levels, each value-added score is assigned a Percentile Rank. This number tells you the percentage of colleges and universities

whose value-added scores fall below those of your institution.

Importantly, value-added scores are estimates of unknown quantities, expectations rather than observations. Their evaluation should thus be contextualized by information about the precision of the estimate. The Confidence Intervals which accompany value-added scores in your report provide this type of information. Narrow confidence intervals indicate more precision in the estimate, while wider intervals indicate less precision.

CAE uses hierarchical linear modeling (HLM) to calculate value-added scores, determine their standard errors, and compute 95% confidence intervals unique to each school. Institutions testing larger samples of seniors obtain smaller standard errors and more narrow confidence intervals, which indicate a more precise estimate of value-added scores. Strongly related to senior sample size, standard errors reflect variation in EAA and CLA+ scores within and between institutions. Corresponding confidence intervals represent the range of value-added scores we would anticipate if testing were repeated a number of times with different samples of students. To elaborate, if testing were conducted 100 times with different samples of students, about 95 out of the 100 confidence intervals reported would include your institution's "true" value-added scores. Here, it is critical to understand that confidence levels do not indicate uncertainty in your "true" value-added

scores. They indicate uncertainty in the estimation of these scores as a result of sampling variation.

The final diagram in this section is a scatterplot of **Expected vs. Observed CLA+ Scores**. This graph illustrates the performance of all four-year colleges and universities relative to their expected performance as predicted by the value-added model. The gold diagonal line represents the points at which expected and observed senior scores are equivalent. The vertical distance from the diagonal line indicates the value added by an institution. Institutions above

the diagonal line add more value than expected based on the model; institutions below the line add less value than expected. Your institution appears as a red data point in this chart.

For more information about CLA+ value-added methodology, please consult Appendix K, *Modeling Details*. Here, you will find information about model parameters as well as additional guidance on interpreting confidence intervals and instructions for using your data file to calculate value-added estimates for student subgroups.

CLA+ SUBSCORES (Section 4, page 5)

Your report includes Total CLA+ scores as well as scores for the Performance Task (PT) and Selected-Response Questions (SRQs). These section scores based on item type are further divided into subscores based on skill categories. The three subscores for the PT indicate performance in Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. The three subscores for the SRQs indicate performance in Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument, which involves the identification of logical flaws and questionable assumptions.

The first table in Section 4 is **Performance Task: Distribution of Subscores (in percentages)**. The charts in this table indicate the distribution of subscores for each of the three skill categories by class level. The charts present the percentage of your students at each score value. Ranging from 1 to 6, each value is associated with a specific set of

response characteristics. For more information about the scoring rubric, please see Appendix G, *Scoring CLA+*.

The second table, **Selected-Response Questions: Mean Subscores**, provides summary statistics for the three skill categories measured in the SRQ section. The scores in this CLA+ section are determined by the number of correct responses and adjusted based on item difficulty. Each subscore is reported on a scale of approximately 200 to 800.

Mean Scores in this table reflect the average score received by each class for each of the three skill categories. The 25th Percentile Scores indicate the score values at or below which 25% of your students scored (again, by class level). The 75th Percentile Scores indicate the score values at or below which 75% of your students scored. By comparing results in the 25th and 75th columns, you can determine the range in which 50% of your students scored.

STUDENT EFFORT AND ENGAGEMENT (Section 5, page 6)

CLA+ ends with a set of survey questions, two of which are related to the assessment. One question asks students how much effort they put into completing the Performance Task (PT) and 25 Selected-Response Questions (SRQs). The other question asks students how engaging they found each section of the assessment to be. Students indicate their answers on a likert scale, ranging from “No effort at all” to “My best effort” and “Not at all engaging” to “Extremely engaging.” The table in Section 5, **Student Effort and Engagement Survey Responses**, provides the percentage of students who selected each answer option by class level.

The survey questions are designed to help institutions consider the role that effort and engagement may play in student performance on CLA+. Survey results may also be consulted when evaluating the impact that recruitment efforts have on student motivation.

For a distribution of survey responses across all colleges and universities, please see Appendix D, *Results Across CLA+ Institutions*. By comparing your institution’s survey results with those of all schools, you can examine the motivation and engagement of your students relative to that of students at other colleges and universities.

STUDENT SAMPLE SUMMARY (Section 6, page 7)

The final section of your institutional report includes a **Student Sample Summary**, which provides the number and percentage of students within your sample who meet various characteristics. These characteristics include: transfer status, gender, primary language, field of study, FIELD or ethnicity,

and parent education level. Transfer status is reported by participating institutions during the registrar data collection process. All other demographic characteristics are provided by students as part of the post-assessment survey.

APPENDIX D: RESULTS ACROSS CLA+ INSTITUTIONS

SECTION D1: SUMMARY RESULTS, BY CLASS

Number of Participating Institutions, by Class

Freshmen: 169 Seniors: 155

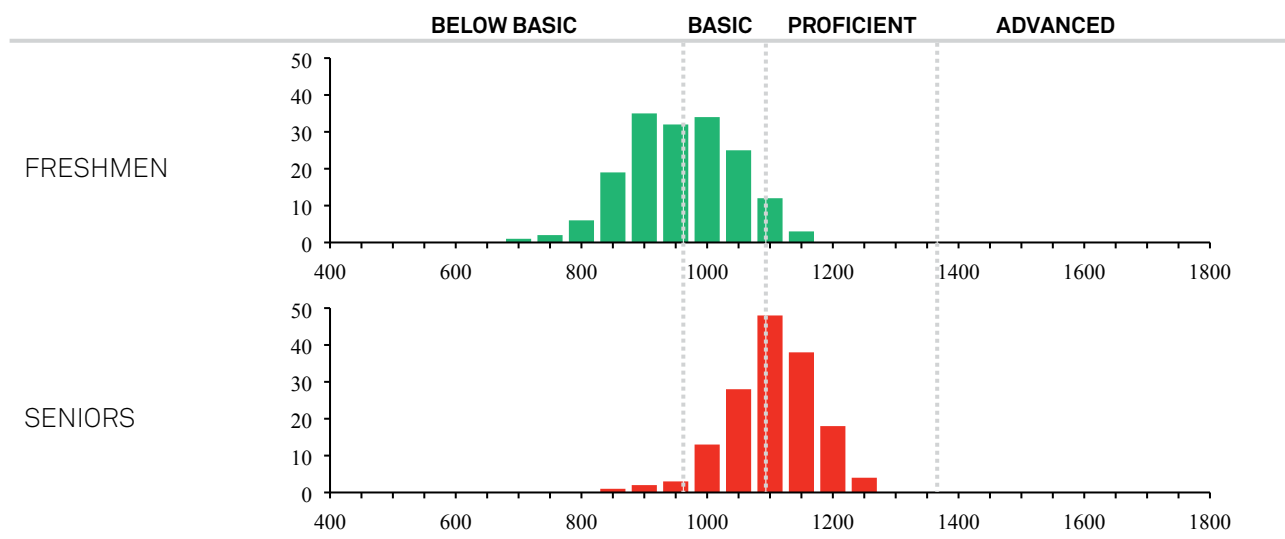
Summary of CLA+ Results Across Institutions, by Class

		MEAN SCORE	25 TH PERCENTILE SCORE	75 TH PERCENTILE SCORE	MEAN EFFECT SIZE V. FRESHMEN*
TOTAL CLA+ SCORE	Freshmen	1032	974	1096	--
	Seniors	1128	1090	1170	0.62
PERFORMANCE TASK	Freshmen	1028	967	1089	--
	Seniors	1117	1072	1168	0.47
SELECTED-RESPONSE QUESTIONS	Freshmen	1036	974	1089	--
	Seniors	1140	1098	1186	0.55
ENTERING ACADEMIC ABILITY	Freshmen	1022	948	1106	--
	Seniors	1058	993	1129	--

* 141 institutions tested both freshmen and seniors.

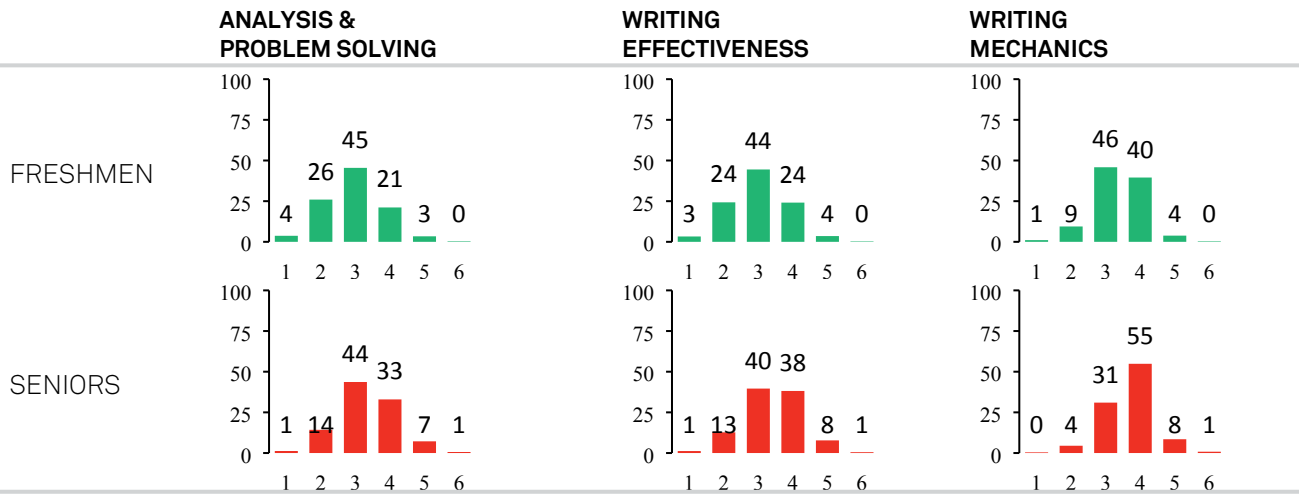
SECTION D2: DISTRIBUTION OF MASTERY LEVELS ACROSS INSTITUTIONS

Distribution of Mean CLA+ Scores, by Mastery Level



SECTION D4: CLA+ SUBSCORES ACROSS INSTITUTIONS

Performance Task: Mean Distribution of Subscores (in percentages)



NOTE: The Performance Task subscore categories are scored on a scale of 1 through 6.

Selected-Response Questions: Mean Subscores Across Institutions

	SCIENTIFIC & QUANTITATIVE REASONING			CRITICAL READING & EVALUATION			CRITIQUE AN ARGUMENT		
	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score	Mean Score	25 th Percentile Score	75 th Percentile Score
FRESHMEN	499	473	519	498	476	520	498	471	524
SENIORS	546	524	567	541	522	559	538	520	560

NOTE: The selected-response section subscores are reported on a scale ranging approximately from 200 to 800.

SECTION D5: STUDENT EFFORT AND ENGAGEMENT ACROSS CLA+ INSTITUTIONS**Mean Student Effort and Engagement Survey Responses**

How much effort did you put into the written-response task/ selected-response questions?

		NO EFFORT AT ALL	A LITTLE EFFORT	A MODERATE AMOUNT OF EFFORT	A LOT OF EFFORT	MY BEST EFFORT
PERFORMANCE TASK	Freshmen	1%	5%	35%	35%	24%
	Seniors	1%	4%	35%	36%	24%
SELECTED-RESPONSE QUESTIONS	Freshmen	2%	14%	42%	28%	14%
	Seniors	2%	11%	41%	30%	17%

How engaging did you find the written-response task/ selected-response questions?

		NOT AT ALL ENGAGING	SLIGHTLY ENGAGING	MODERATELY ENGAGING	VERY ENGAGING	EXTREMELY ENGAGING
PERFORMANCE TASK	Freshmen	7%	17%	42%	28%	6%
	Seniors	7%	15%	40%	31%	7%
SELECTED-RESPONSE QUESTIONS	Freshmen	15%	27%	38%	17%	3%
	Seniors	12%	25%	40%	19%	4%

SECTION D6: STUDENT SAMPLE SUMMARY ACROSS CLA+**Student Sample Summary Across CLA+ Institutions**

DEMOGRAPHIC CHARACTERISTIC		FRESHMEN Mean %	SENIORS Mean %
TRANSFER	Transfer Students	--	14%
	Non-Transfer Students	--	86%
GENDER	Male	39%	36%
	Female	60%	60%
	Decline to State	2%	3%
PRIMARY LANGUAGE	English	80%	84%
	Other	20%	16%
FIELD OF STUDY	Sciences & Engineering	26%	21%
	Social Sciences	10%	17%
	Humanities & Languages	11%	17%
	Business	14%	16%
	Helping / Services	26%	23%
	Undecided / Other / N/A	14%	6%
RACE/ ETHNICITY	American Indian / Alaska Native / Indigenous	1%	1%
	Asian (including Indian subcontinent and Philippines)	8%	9%
	Native Hawaiian or other Pacific Islander	1%	1%
	African-American / Black (including African and Caribbean), non-Hispanic	14%	9%
	Hispanic or Latino	19%	12%
	White (including Middle Eastern), non-Hispanic	50%	59%
	Other	4%	3%
	Decline to State	4%	6%
PARENT EDUCATION	Less than High School	8%	5%
	High School	24%	17%
	Some College	24%	27%
	Bachelor's Degree	27%	29%
	Graduate or Post-Graduate Degree	18%	23%

APPENDIX E: INSTITUTIONAL SAMPLE

The institutional sample for CLA+ is comprised of schools that tested freshmen in fall 2013 and schools that tested sophomores, juniors, or seniors in spring 2014.

While the sample changed annually for the CLA, it will remain fixed for CLA+. The stable sample allows institutions to track their progress more easily. As institutions make national comparisons from year to

year, they will no longer face the question of whether changes in percentile rankings reflect changes in institutional performance or differences in the comparative sample.

To ensure national representativeness, CAE will continue to assess the institutional sample. If significant changes arise, CAE will take steps to update the sample as necessary.

SAMPLE REPRESENTATIVENESS

Students within the CLA+ institutional sample appear to be generally representative of students across CLA+ institutions with respect to Entering Academic Ability (EAA) scores. Specifically, across institutions, the average EAA score of freshmen in the CLA+ sample was only seven points higher than that of the average freshmen at CLA+ institutions (1038 versus 1031, over $n=123$ institutions that provided this information), and the average EAA score of seniors in the CLA+ sample was only 16 points higher than that of the average seniors at CLA+ institutions (1065 versus 1049, over $n=119$ institutions). The correlation between the average

EAA score of freshmen in the CLA+ sample and their classmates was high ($r=0.93$), as was the correlation between the average EAA score of seniors in the CLA+ sample and their classmates ($r=0.90$).

These data suggest that, as a group, students tested as part of the CLA+ institutional sample perform similarly to all students at CLA+ institutions. This correspondence increases confidence in the inferences made about students at CLA+ institutions based on testing data collected from the institutional sample.

CARNEGIE CLASSIFICATION

The following table shows groupings by Basic Carnegie Classification for colleges and universities across the nation and for CLA+ schools. The spread among CLA+ schools corresponds fairly well with that of the 1,683 four-year, not-for-profit institutions across the nation, though with a somewhat higher proportion of Master's colleges and universities.

Please note that counts in this table exclude colleges and universities that do not fall into these categories, such as Special Focus Institutions and schools based outside of the United States.

Carnegie Classification of CLA+ Institutional Sample

CARNEGIE CLASSIFICATION	NATION (N=1,683)		CLA+ (N=157)	
	N	%	N	%
DOCTORATE-GRANTING UNIVERSITIES	283	17	23	12
MASTER'S COLLEGES AND UNIVERSITIES	651	39	87	47
BACCALAUREATE COLLEGES	749	45	47	25

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, January 16, 2014.

SCHOOL CHARACTERISTICS

The following table provides statistics comparing important characteristics of colleges and universities across the nation with those of CLA+ schools. These statistics suggest that CLA+ schools

are fairly representative of four-year, not-for-profit institutions nationwide. Public school percentage and undergraduate student body size are notable exceptions.

School Characteristics of the CLA+ Institutional Sample

SCHOOL CHARACTERISTIC	NATION	CLA+
PERCENTAGE PUBLIC	30	60
PERCENTAGE HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU)	4	3
MEAN PERCENTAGE OF UNDERGRADUATES RECEIVING PELL GRANTS	31	32
MEAN SIX-YEAR GRADUATION RATE	51	49
MEAN BARRON'S SELECTIVITY RATING	3.6	3.1
MEAN ESTIMATED MEDIAN SAT SCORE	1058	1030
MEAN NUMBER OF FTE UNDERGRADUATE STUDENTS (ROUNDED)	3,869	7,130
MEAN STUDENT-RELATED EXPENDITURES PER FTE STUDENT (ROUNDED)	\$12,330	\$10,469

Sources: College Results Online dataset, managed by and obtained with permission from the Education Trust, covers most four-year Title IV-eligible higher-education institutions in the United States. Data were constructed from IPEDS and other sources. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators. Data also come from the Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, January 16, 2014.

CLA+ INSTITUTIONS

The colleges and universities listed below in alphabetical order constitute the institutional sample for CLA+. To view a list of currently participating schools, please visit www.cae.org/claparticipants.

CLA+ Schools

Alaska Pacific University
 Antelope Valley College
 Appalachian State University
 Augsburg College
 Augustana College (SD)
 Aurora University
 Barton College
 Bellarmine University
 Bob Jones University
 Bowling Green State University
 Bridgewater College
 Brigham Young University-Idaho
 California Maritime Academy
 California Polytechnic State University, San Luis Obispo

California State Polytechnic University, Pomona
 California State University, Bakersfield
 California State University, Channel Islands
 California State University, Chico
 California State University, Dominguez Hills
 California State University, East Bay
 California State University, Fresno
 California State University, Fullerton
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Monterey Bay, Computer Science and Information Technology
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 California State University, San Marcos
 California State University, Stanislaus
 Centenary College of Louisiana
 Christopher Newport University
 Clarke University
 College of Saint Benedict/Saint John's University
 Collin College

Colorado Christian University	Monmouth University
Concord University	Montclair State University
Concordia College	Morgan State University
Culver-Stockton College	Morningside College
CUNY - Baruch College	National Louis University
CUNY - Borough of Manhattan Community College	Nevada State College
CUNY - Bronx Community College	New York University - Abu Dhabi
CUNY - Brooklyn College	Newberry College
CUNY - College of Staten Island	Nicholls State University
CUNY - Hostos Community College	North Dakota State University
CUNY - Hunter College	Nyack College
CUNY - John Jay College of Criminal Justice	Ohio Wesleyan University
CUNY - Kingsborough Community College	Our Lady of the Lake University
CUNY - LaGuardia Community College	Pittsburg State University
CUNY - Lehman College	Plymouth State University
CUNY - Medgar Evers College	Presbyterian College
CUNY - New York City College of Technology	Purchase College - SUNY
CUNY - Queens College	Quest University
CUNY - Queensborough Community College	Ramapo College of New Jersey
CUNY - The City College of New York	Robert Morris University
CUNY - York College	Roger Williams University
Dillard University	Saginaw Valley State University
Drexel University, Department of Architecture and Interiors	San Diego State University
Earlham College	San Francisco State University
East Carolina University	San Jose State University
Eastern Connecticut State University	Schreiner University
Emory & Henry College	Shepherd University
Fayetteville State University	Shippensburg University
Flagler College	Sonoma State University
Florida International University Honors College	Southern Connecticut State University
Frostburg State University	Southern New Hampshire University
Georgia College & State University	Southern Virginia University
Great Basin College	Southwestern University
Hamline University	St. Ambrose University
Hardin-Simmons University	St. John Fisher College
Hastings College	Stetson University
Hesston College	Stonehill College
Hong Kong Polytechnic University	SUNY Cortland
Howard Community College	Texas A&M International University
Humboldt State University	Texas A&M University-Texarkana
Illinois College	Texas State University-San Marcos
Indiana University of Pennsylvania	Texas Tech University
Jacksonville State University	The Citadel
Keene State College	The College of Idaho
Kent State University	The Ohio State University
Kepler Kigali	The Richard Stockton College of New Jersey
Keuka College	The Sage Colleges
LaGrange College	Truckee Meadows Community College
Lake Forest College	Truman State University
Lee University	University of Bridgeport
Lewis University	University of Colorado, Boulder
Lynchburg College	University of Evansville
Marshall University	University of Great Falls
Miami University - Oxford	University of Guam
Miles College	University of Hawaii at Hilo, College of Business and Economics
Minneapolis College of Art and Design	University of Houston
Minnesota State Community & Technical College	University of Jamestown
Mississippi University for Women	University of Louisiana at Lafayette

University of Missouri - St. Louis
University of New Mexico
University of North Carolina Pembroke
University of North Dakota
University of Saint Mary
University of Texas - Pan American
University of Texas at Arlington
University of Texas at Austin
University of Texas at El Paso
University of Texas of the Permian Basin
University of Texas, Dallas
University of Texas, San Antonio
University of Texas, Tyler
Ursuline College
Walsh College of Accountancy and Business
Administration

Warner University
Weber State University
West Chester University of Pennsylvania
Western Carolina University
Western Governors University
Western Michigan University
Western Nevada College
Westminster College (MO)
Westminster College (UT)
Wichita State University
Wichita State University, School of Engineering
Wiley College
William Peace University
William Woods University
Wisconsin Lutheran College
Yakima Valley Community

APPENDIX F: CLA+ TASKS

INTRODUCTION TO CLA+ PERFORMANCE TASKS AND SELECTED-RESPONSE QUESTIONS

CLA+ includes one Performance Task (PT) and 25 Selected-Response Questions (SRQs). All items are administered online. Each PT consists of an open-ended prompt that asks students to provide a constructed response. Every SRQ presents students with four options and asks them to choose a single answer. The SRQs are further organized into three sets, each focusing on a different skill area.

Questions that appear on CLA+ call on students to use critical-thinking and written-communication skills as they perform cognitively demanding tasks. The integration of these skills mirrors the requirements of serious thinking and writing faced outside of the classroom.

OVERVIEW OF THE CLA+ PERFORMANCE TASK (PT)

Each PT asks students to answer an open-ended question about a hypothetical yet realistic situation. The prompt requires students to integrate analytical reasoning, problem solving, and written-communication skills as they consult materials in a Document Library and use them to formulate a response. The library includes a range of informational sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Each PT is typically accompanied by four to nine documents, and students have 60 minutes to prepare their responses.

The first screen of each PT contains general instructions and an introduction to the scenario. The second screen is split. On the right side, students have a list of the informational sources in the Document Library. By using the pull-down menu, they can select and view each document. On the left side of the screen, students can read the question in the PT and enter their response in a field that has no word limit. An example of the split screen is shown on the following page.

Each PT assesses a unique combination of skills—no two are exactly the same. Some PTs ask students to identify, compare, and contrast the strengths and limitations of alternate hypotheses, points of view, courses of action, etc. Other PTs ask students to review a collection of materials and choose amongst a set of options to solve a problem or propose a new solution to the problem. Still other PTs ask students to suggest or select a course of action that resolves conflicting or competing strategies and to provide a

rationale for their decision, explaining why one approach is better than another. For example, students may be asked to anticipate potential difficulties or hazards associated with different ways of addressing a problem, propose likely short- and long-term consequences of these strategies, and defend one or more of these approaches.

PTs require students to utilize higher order thinking skills, more specifically, to

- recognize information that is relevant and not relevant to the task at hand;
- analyze and understand data in tables and figures;
- evaluate the credibility of various documents;
- distinguish rational arguments from emotional ones;
- determine the difference between fact and opinion;
- identify questionable or critical assumptions;
- deal with inadequate, ambiguous, or conflicting information;
- spot deception, possible bias, and logical flaws in arguments;
- identify additional information that would help resolve issues;
- weigh different types of evidence;
- organize and synthesize information from several sources; and
- marshal evidence from different sources in a written response.

To view a sample PT, please visit the Sample Tasks section of CAE's website at www.cae.org/cla.

cla+ (Task 1)
1 of 1 59 min 54 sec

Concluding Essay

Your task is to write a report evaluating Dr. Greer's claim that "reducing cell phone usage while driving motorized vehicles would lower the city's vehicle-related accident rate." Dr. Greer uses the chart in Document B to support his statement. Make sure to address the strengths and/or limitations of Dr. Greer's position and support your statement with information found in the documents.

There is no "correct" answer. Your report should clearly describe all the details necessary to support your position. Your answers will be judged not only on the accuracy of the information you provide, but also on how clearly the ideas are presented, how thoroughly the information is covered, how effectively the ideas are organized, and how well your writing reflects the conventions of standard written English.

While your personal values and experiences are important, please write your response solely on the basis of the information provided above and in the Document Library. Type your response in the space provided. Write as much as you need to fulfill the requirements on the task; you are not limited by the size of the response area on the screen.

Copy Paste

Select document: Document Library Contents
Document 1: Stoneville Police Department Data
Document 2: Dr. Greer's Chart

Document Library Contents

Document 1 Stoneville Police Department Data

Document 2 Dr. Greer's Chart

?
←
→

Preview of the Performance Task Document Library

OVERVIEW OF THE CLA+ SELECTED-RESPONSE QUESTIONS (SRQs)

Like the PT, the 25 SRQs measure an integrated set of critical-thinking skills. Students utilize these skills to answer three sets of questions. The first measures scientific and quantitative reasoning, the second measures critical reading and evaluation, and the third (critique an argument) measures students' ability to identify logical fallacies and questionable assumptions. This final set requires students to detect logical flaws and questionable assumptions. Also like the PT, each question set is document-based and includes one to three informational sources of varying natures. Students are instructed to use these materials when preparing their answers within the 30 minutes provided.

The first two question sets require students to draw on the information and arguments provided in accompanying materials. Each set contains 10 questions, for a total of 20 questions.

Supporting documents for the **Scientific and Quantitative Reasoning** set discuss real-life research results. To answer questions in this section, students must apply critical-thinking skills that include

- making inferences and hypotheses based on given results,
- evaluating the reliability of information (such as experimental design or data collection methodology),
- identifying information or quantitative data that is connected and conflicting,
- detecting questionable assumptions (such as implications of causation based on correlation),
- supporting or refuting a position,
- drawing a conclusion or deciding on a course of action to solve a problem,
- evaluating alternate conclusions, and
- recognizing when a text has open issues that require additional research.

Supporting documents for the **Critical Reading and Evaluation** set present debates, conversations, and literary or historical texts with opposing views on authentic issues. To answer questions in this section, students apply critical-thinking skills that include

- supporting or refuting a position,
- analyzing logic,
- identifying assumptions in arguments,

- evaluating the reliability of information,
- identifying connected and conflicting information, and
- making justifiable inferences.

In the **Critique an Argument** set, students are presented with a brief argument about an authentic issue and asked to analyze the argument. To answer the five questions in this section, students must apply critical-thinking skills that include

- evaluating the reliability of information, including potential biases or conflicts of interest;
- detecting logical flaws and questionable assumptions;
- addressing additional information that could strengthen or weaken the argument; and
- evaluating alternate conclusions.

To view sample SRQs, please visit the Sample Tasks section of CAE's website at www.cae.org/cla.

ASSESSMENT DEVELOPMENT

CAE has a team of experienced writers who work with educational researchers and editorial reviewers to generate ideas and design carefully constructed performance tasks (PTs), selected-response questions (SRQs), and supporting documents. Each group contributes to the development and revision of these materials.

PT Development

Throughout development, writers, researchers, and reviewers refine materials to ensure that each PT can support a variety of different approaches. The prompt must be sufficiently focused to guide students purposefully while providing them with the flexibility to demonstrate independent thinking. Questions must further be structured so students need to analyze and evaluate multiple sources of information from the Document Library to draw conclusions and justify their arguments.

Accompanying documents must present information in various formats and text types (e.g., tables, figures, news articles, editorials, emails, etc.). They must also provide enough information for students to formulate a number of reasonable arguments in response to the prompt. To achieve these goals, the development team drafts and revises a list of the intended content within each document. The list is used to check that each piece of information is clearly provided in the documents and that unwanted information is not embedded. During the editorial process, information is added and removed from the documents to ensure that students can reach approximately three to four different conclusions. Typically, some conclusions are better supported by available evidence than others.

The document list also serves as a starting point for scorer training and is used in alignment with analytic descriptions in the PT scoring rubrics. After several rounds of revisions, the most promising PTs are

selected for piloting. During this stage, student responses are examined to identify any lack of clarity in the prompt or any unintentional ambiguity or unuseful information in the accompanying documents. After revisions are made, PTs that meet expectations by eliciting a full range and variety of responses become operational.

SRQ Development

The development process for SRQs is similar to the one used for PTs. Writers create documents that are based on real-life data and topics and can support questions measuring higher-order thinking skills. When crafting these documents, writers present valid and invalid assumptions and conclusions, devise alternate hypotheses and conclusions, incorporate flawed arguments, and leave some issues intentionally unanswered. These characteristics serve as a foundation for the creation of SRQs.

When reviewing item sets, editors work with writers to confirm that correct answer options are in fact correct based on information provided in the documents. Editors and writers also ensure that incorrect answer options are not potentially plausible. Throughout this process, the development team also checks to make sure that questions assess the intended critical-thinking skills.

After several rounds of revision, the most promising SRQs are selected for piloting. During this stage, student responses are examined to identify any errors or lack of clarity in questions and answer options. Responses are also reviewed to check whether accompanying documents contain unintentional ambiguity or unuseful information. After revisions are made, SRQs that function well—questions that are of appropriate difficulty and that effectively discriminate between high- and low-performing students—become operational.

APPENDIX G: SCORING CLA+

SCORING CRITERIA

Student responses to **Performance Tasks** are scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive criterion-referenced subscores for each skill category based on key characteristics of their written responses. These characteristics are described in detail within the Performance Task rubric, available on CAE's website at www.cae.org/claptrubric.

Selected-Response Questions are scored based on the number of correct responses that students

provide. Each of three question sets represents a skill area: Scientific and Quantitative Reasoning (10 questions), Critical Reading and Evaluation (10 questions), and Critique an Argument (5 questions). Because some question sets may be more difficult than others, the subscores for each category are adjusted to account for these differences and reported on a common scale. See Appendix J, *Scaling Procedures*, for more information about the scaling process.

THE SCORING PROCESS

During the piloting of **Performance Tasks (PTs)**, all student responses are double-scored. Human scorers undertake this process, and the documentation they assemble is later used to train more scorers and program the machine-scoring engine for operational test administrations.

CAE uses a combination of human and automated scoring for its operational PTs. Student responses are scored twice: once by a human scorer and once by the Intelligent Essay Assessor (IEA). This automated scoring engine was developed by Pearson Knowledge Technologies to evaluate textual meaning, not just writing mechanics. Using a broad range of CLA+ student responses and human-generated scores, Pearson has trained the IEA to evaluate CLA+ PTs in a manner that maintains consistency between human and automated scoring.

The rigorous training that candidates undergo to become certified CLA+ scorers further promotes the validity and reliability of the scoring process. Training sessions include an orientation to the prompts, scoring guides, and rubrics; extensive feedback and discussion after the evaluation of each student response; and repeated practice grading a wide range of student responses.

To ensure the continuous calibration of human scorers, CAE has also developed the E-Verification system for its online scoring interface. This system calibrates scorers by having them evaluate previously-scored responses, or "Verification Papers," throughout the scoring process. Designed to improve and streamline scoring, the E-Verification system periodically substitutes student responses

with Verification Papers. These papers are not flagged for the scorers, and the system does not indicate when scorers have successfully evaluated them. However, if a scorer fails to assess a series of Verification Papers accurately, that scorer is targeted for additional coaching in a remediation process or is permanently removed from scoring.

Each student response receives three subscores in Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. The subscores are assigned on a scale of 1 (lowest) to 6 (highest). Blank responses or responses unrelated to the task (e.g., what a student had for breakfast) are flagged for removal from test results.

Students also receive three subscores for the **Selected-Response Questions (SRQs)**, one for each of the sets, which measure Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Argument Critique. Unless a student fails to start the section or is unable to finish due to a technical glitch or connection error, any unanswered SRQs are scored as incorrect. However, if a student does not attempt at least half of the SRQs, the student will not receive a score for the section. Subscores are determined by the number of correct responses, adjusted based on item difficulty, and reported on a common scale. The adjustment ensures that scoring is consistent, for example, whether a student answers seven questions correctly in an easier set or six in a more difficult one. Scores are equated so that each subscore category has the same mean and standard deviation and all test forms are comparable. Score values range from approximately 200 to 800 for each SRQ section.

APPENDIX H: MASTERY LEVELS

SETTING STANDARDS FOR CLA+

Following the creation of CLA+, a standard-setting study was conducted to establish fair and defensible levels of mastery for the new and improved assessment. This formal study was held at CAE headquarters in New York City on December 12, 2013. Twelve distinguished panelists, representing a variety of educational and commercial sectors, were invited to participate. The table below lists each panelist.

During the standard-setting study, panelists defined descriptions of three mastery levels: Basic, Proficient, and Advanced. Their discussions were based on the CLA+ scoring rubric as well as the knowledge, skills, and abilities required to perform

well on CLA+. The purpose of this activity was to develop consensus among the judges regarding each mastery level and to create a narrative profile of the knowledge, skills, and abilities necessary for CLA+ students.

During subsequent rating activities, panelists relied on these consensus profiles to make item performance estimates. Judges broke into three groups of four, and each group evaluated characteristics related to one mastery level. The groups then reconvened and reported their findings to the group at large so they could form final consensus on student performance at each of the three mastery levels.

CLA+ Standard-Setting Study Participant List and Institutional Affiliation

PARTICIPANT	INSTITUTION
Aviva Altman	Johnson & Johnson
Jon Basden	Federal Reserve
Mark Battersby	Capilano University (Canada)
Paul Carney	Minnesota State Technical and Community College
Anne Dueweke	Kalamazoo College
Terry Grimes	Council of Independent Colleges
Sonia Gugga	Columbia University
Marsha Hirano-Nakanishi	California State University System
Rachel L. Kay	McKinsey & Company
Michael Poliakoff	American Council of Trustees and Alumni
Elizabeth Quinn	Fayetteville State University
Paul Thayer	Colorado State University

CLA+ MASTERY LEVELS

CAE uses outcomes from the 2013 standard-setting study to distinguish between CLA+ students with varying knowledge, skills, and abilities as measured by the assessment. On individual reports, Mastery Levels are determined by students' Total CLA+ scores. On institutional reports, they are determined by each class level's mean Total CLA+ score.

Institutions should not use mastery levels for purposes other than the interpretation of test results. If an institution wishes to use the attainment

of CLA+ mastery levels as part of a graduation requirement or the basis for an employment decision, the institution should conduct a separate standard-setting study with this specific purpose in mind.

The following table summarizes each level of mastery and provides a description of students below the basic level of mastery.

Student Levels of Mastery Profiles

LEVEL OF MASTERY	PROFILE
BELOW BASIC	Students who are below basic do not meet the minimum requirements to merit a basic level of mastery.
BASIC	<p>Students at the basic level should be able to demonstrate that they at least read the documents, made a reasonable attempt at an analysis of the details, and are able to communicate in a manner that is understandable to the reader. Students should also show some judgment about the quality of the evidence.</p> <p>Students at the basic level should also know the difference between correlation and causality. They should be able to read and interpret a bar graph, but not necessarily a scatter plot or comprehend a regression analysis. Tables may be out of reach for basic students as well.</p>
PROFICIENT	<p>Students at the proficient level should be able to extract the major relevant pieces of evidence provided in the documents and provide a cohesive argument and analysis of the task. Proficient students should be able to distinguish the quality of the evidence in these documents and express the appropriate level of conviction in their conclusion given the provided evidence. Additionally, students should be able to suggest additional research and/or consider the counterarguments. Minor errors in writing need to be defined rigorously.</p> <p>Proficient students have the ability to correctly identify logical fallacies, accurately interpret quantitative evidence, and distinguish the validity of evidence and its purpose. They should have the ability to determine the truth and validity of an argument. Finally, students should be able to know when a graph or table is applicable to an argument.</p>
ADVANCED	<p>Students at the advanced level demonstrate consistency, completeness, and show a command of the English language in their response. They have a level of sophistication that is not seen in the proficient or basic levels. Advanced students create and synthesize the provided evidence, are comfortable with ambiguity, are able to structure their thoughts, understand causality, add new ideas, and introduce new concepts in order to create or seek new evidence. They think about conditions and nuances and express finer points and caveats by proposing a conditional conclusion.</p> <p>The students at this level display creativity and synthesis, while understanding the finer points in the documents. For example, advanced students will be able to synthesize the information across multiple documents and address the ambiguities in the data that are presented, such as outliers and knowing how sample size affects outcomes. Advanced students will also be able to identify and highlight gaps in logic and reasoning.</p>

APPENDIX I: DIAGNOSTIC GUIDANCE

INTERPRETING CLA+ RESULTS

CLA+ test results can be used to evaluate an institution's overall performance on tasks measuring higher-order thinking skills. Test results can also be used to determine an individual student's areas of relative strength and weakness.

Examining performance across both CLA+ sections can serve as a comprehensive diagnostic exercise since the combination of necessary knowledge, skills, and abilities differs for the Performance Task (PT) and the Selected-Response Questions (SRQs). The PT measures Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics, while the SRQs measure Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument (the detection of logical flaws and questionable assumptions).

SRQ subscores are assigned based on the number of questions answered correctly; this value is then adjusted to account for item difficulty, and the adjusted value is converted to a common scale. Established in relation to the test performance of freshmen in the fall of 2013, the scale has a mean of 500 and a standard deviation of 100. SRQ subscores thus range from approximately 200 to 800.

PT subscores are assigned on a scale of 1 (lowest) to 6 (highest). Unlike the SRQ subscores, PT subscores

are not adjusted for difficulty. These subscores remain as is because they are intended to facilitate criterion-referenced interpretations. For example, a score of "4" in Analysis and Problem Solving signifies that a response has certain qualities (e.g., "Provides valid support that addresses multiple pieces of relevant and credible information..."). Any adjustment to the score would compromise this interpretation.

The ability to make a claim such as, "Our students seem to be doing better in Writing Effectiveness than in Analysis and Problem Solving," is clearly desirable. These types of observations can be made by comparing the distributions for each subscore in Section 4 of your institutional report (specifically, on page 5). Please examine these test results in combination with the PT scoring rubric as well, available on CAE's website at www.cae.org/claptrubic.

CLA+ Mastery Levels further contextualize PT and SRQ subscores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level corresponds to specific evidence of critical-thinking and written-communication skills. Please see Appendix H, *Mastery Levels*, for detailed information about each Mastery Level.

COMPARING RESULTS ACROSS ADMINISTRATIONS

One way to assess institutional performance is to track changes in CLA+ test scores over time. This goal can be achieved by testing a cohort of students longitudinally or by participating regularly in cross-sectional CLA+ administrations.

The CLA+ assessment format differs from that of its predecessor, the CLA. Therefore, direct score comparisons are not feasible for test data collected before and after fall 2013. However, scaling equations can be used to adjust CLA scores for the purpose of making comparisons with CLA+.

Schools wishing to relate current CLA+ test results to CLA results in previous years can use the following equation, derived by comparing the CLA and CLA+ total scores from 132 institutions that tested students on both forms of the assessment ($r=0.881$):

CLA scores from fall 2010 – spring 2013:
 $score_{CLA+} = 204.807 + (0.792 \cdot score_{CLA})$

CLA scores from before fall 2010:
 $score_{CLA+} = 212.908 + (0.673 \cdot score_{CLA})$

In addition to making direct score comparisons across earlier test administrations, schools can also use their percentile rankings to determine changes in performance relative to other CLA+ institutions.

Importantly, all test administrations after fall 2013 will be readily comparable. The institutional sample used for setting norms (percentile rankings, value-added parameters, etc.) will be fixed as of the 2013-14 academic year. So, any changes in value-added score or percentile ranking can now be attributed to a school's CLA+ test results rather than potential shifts in the norming sample.

APPENDIX J: SCALING PROCEDURES

CONVERTING CLA+ SCORES TO A COMMON SCALE

To provide CLA+ scores, CAE converts SRQ subscores and PT and SRQ section scores to a common scale of measurement.¹ This process allows us to combine score values from different assessment tasks and to compute mean scale scores for each CLA+ section. The process also lets us calculate a total average scale score for the examination based on performance within both sections.

For each **Performance Task (PT)**, raw subscores (for the three skill categories) are added to produce a raw section score. Because some PTs are more difficult than others, the raw section score is then converted to a common scale of measurement. The conversion produces scale scores that maintain comparable levels of proficiency across performance tasks and test forms. So, for example, a CLA+ scale score would indicate the same percentile rank regardless of the task a student received.

For the PT, CAE uses a linear transformation when converting raw scores to scale scores. The process creates a scale score distribution for CLA+ freshmen that has the same mean and standard deviation as their combined SAT Math and Critical Reading (or converted ACT) scores. The transformation was defined using data from college freshmen who took CLA+ in fall 2013. This type of scaling preserves the shape of the raw score distribution and maintains the relative standing of students. For example, the student with the highest raw score on a PT will also have the highest scale score for that task; the student with the next highest raw score will be assigned the next highest scale score, and so on.

This scaling practice ensures that a very high PT raw score (not necessarily the highest possible score) corresponds approximately to the highest SAT (or converted ACT) score earned by a freshman testing in fall 2013. Similarly, a very low PT raw score would be assigned a scale score value close to the lowest SAT (or converted ACT) score earned by a freshman taking CLA+ in fall 2013. On rare occasions when students earn exceptionally high or low raw PT scores, their scale scores may fall outside the

normal SAT Math and Critical Reading score range of 400 to 1600.

For the **Selected-Response Questions (SRQs)**, raw subscores (for the three skill categories measured by the three question sets) are determined based on the number of correct responses. These raw subscores are first equated and then placed on a common scale. This process adjusts the subscores based on the difficulty of the item sets so the subscores have the same mean and standard deviation across all question sets. Comparisons can then be made across test forms.

Using a linear transformation, CAE then converts the equated subscores to a more interpretable scale with a mean of 500 and standard deviation of 100, again, based on data from freshmen taking CLA+ in fall 2013. This scale produces SRQ subscores ranging from approximately 200 to 800, similar to the subsections of the SAT.

The weighted average of the SRQ subscores is then transformed again, using the same scaling parameters as the PT. As before, the process creates a scale score distribution for CLA+ freshmen that has the same mean and standard deviation as their combined SAT Math and Critical Reading (or converted ACT) scores. The transformation is based on data from college freshmen who took CLA+ in fall 2013. The application of common parameters places both CLA+ section scores on the same scale.

Finally, CLA+ **Total Scores** are calculated by taking the average of the two CLA+ section scores. Thus, students who do not complete or provide scorable responses for both sections of the assessment do not receive Total CLA+ scores.

¹ Again, PT subscores are not adjusted because they support criterion-referenced interpretations based on the use of a scoring rubric.

SCALING EAA SCORES

Entering Academic Ability (EAA) is determined based on one of three sets of scores: (1) combined SAT Math and Critical Reading, (2) ACT Composite, or (3) Scholastic Level Examination (SLE) scores.

To facilitate testing comparisons across schools, CAE converts ACT scores to the scale of measurement used to report combined SAT Math and Critical Reading scores. We use the ACT-SAT crosswalk below for this purpose.

CAE administers the SLE at schools in which a majority of students lacks SAT or ACT scores (e.g., two-year institutions and open-admission schools). In these instances, the SLE, a short-form cognitive ability measure produced by Wonderlic, Inc., is added to CLA+. SLE scores are then converted to the SAT score scale using data from 1,148 students who took the CLA in spring 2006 and had both SAT and SLE scores.

SAT, converted ACT, and converted SLE scores are all referred to as EAA scores.

Standard ACT to SAT Crosswalk

ACT	SAT
36	1600
35	1560
34	1510
33	1460
32	1420
31	1380
30	1340
29	1300
28	1260
27	1220
26	1190
25	1150
24	1110
23	1070
22	1030
21	990
20	950
19	910
18	870
17	830
16	790
15	740
14	690
13	640
12	590
11	530

Source: ACT (2008). *ACT/College Board Joint Statement*. Retrieved from <http://www.act.org/aap/concordance/pdf/report.pdf>

APPENDIX K: MODELING DETAILS

MODELING STUDENT-LEVEL SCORES

When determining value-added scores on the student level, an equation like the one below is used to model the relationship between the Entering Academic Ability (EAA) scores of senior students and their CLA+ scores:

$$CLA_{ij} = \overline{CLA}_j + 0.48(EAA_{ij} - \overline{EAA}_j) + r_{ij}$$

In this equation, CLA_{ij} represents the CLA+ score of senior student i in school j . This value is modeled as a function of school j 's average senior CLA+ score (\overline{CLA}_j) and student i 's EAA score (EAA_{ij}) minus the average EAA score of all participating seniors at school j (\overline{EAA}_j). Essentially, the senior student's CLA+ score in this equation equals (1) the school's average senior CLA+ score plus (2) an adjustment based on the student's EAA score relative to the average EAA score of all senior participants in school j plus (3) residual term r_{ij} , which is equal to the difference between the student's observed and expected CLA+ performance. Further, the student-level slope coefficient for EAA is 0.48 in this

equation, which indicates that for every 1 point difference in EAA, one would expect to see a 0.48 point difference in CLA+ performance.

To illustrate the use of this equation for computing a student's expected CLA+ score, consider a school with an average senior CLA+ score of 1200 and an average EAA score of 1130. A senior student in this school with an EAA score of 1080 would be expected to have a CLA+ score of $1200 + 0.48(1080 - 1130) + 0 = 1176$. For residual term r_{ij} , 0 indicates no difference between observed and expected performance, while positive numbers denote "better than expected" performance and negative numbers denote "worse than expected" performance. So, if this student actually scored a 1210 on CLA+, then residual term r_{ij} would be +34 instead of 0 because this student would have scored 34 points higher than one would expect given his or her EAA. Using the equation described here would produce student-level deviation scores that differ slightly from those that inform the performance levels reported in your Student Data File.

MODELING SCHOOL-LEVEL SCORES

During hierarchical linear modeling (HLM), value-added scores on the school level are derived using an equation such as the following:

$$\overline{CLA}_j = 450.47 + 0.44(\overline{EAA}_j) + 0.20(\overline{CLA}_{fr,j}) + u_j$$

In this equation, \overline{CLA}_j represents the average senior CLA+ score at school j , \overline{EAA}_j represents the average EAA score of all participating seniors at school j , $\overline{CLA}_{fr,j}$ represents the average CLA+ score of participating freshmen at school j , and u_j represents the school's value-added score estimate. More specifically, u_j is the difference between a school's observed and expected average senior CLA+ performance. In this equation, 450.47 is the school-level intercept for the total CLA+ score, 0.44 is the school-level slope coefficient for the average EAA score, and 0.20 is the school-level slope coefficient for the average freshman CLA+ score.

It may seem unconventional to use the average freshman CLA+ score as a predictor of the average

senior CLA+ score, but analyses of CLA+ data consistently indicate that average freshman CLA+ performance adds significantly to this model. Average EAA and average freshman CLA+ performance are both useful in the model because they demonstrate distinct, significant characteristics of students as they enter college. Moreover, the model would not be credible as a means of computing value-added CLA+ scores if there were no control for CLA+ performance at the start of college.

To illustrate the use of this equation for estimating a school's value-added scores, consider the school we discussed above once again. This institution has an average freshman CLA+ score of 1050, an average senior CLA+ score of 1175, and an average senior EAA score of 1130. According to the school-level equation, one would expect the average senior CLA+ performance at this school to be $450.47 + 0.44(1130) + 0.20(1050) + 0 = 1158$.

However, the observed average senior CLA+ performance was 1190, which is 17 points higher

than the average senior CLA+ score expected at schools with similar EAA and freshman CLA+ scores. Once converted to a standard scale, the value-added score for this school would be 0.39, which would place the institution in the “Near Expected” performance level.

To expand on the significance of value-added scores and their proper interpretation, consider a group of CLA+ schools whose seniors had a similar set of academic skills upon entering college, as indicated by their average SAT, ACT, or SLE scores and their average CLA+ scores as freshmen. This similarity is critical as a basis of later comparison using value-added scores. If the average performance of seniors at one school in this group was better than the average performance of seniors at the other schools, one could infer that greater gains in critical thinking and written communication occurred at this school. That is, the school may have added greater value to its students’ educational experience over the course of four years.

INTERPRETING CONFIDENCE INTERVALS

Value-added scores are estimates of unknown quantities—“best guesses” based on reported information. Given their inherent uncertainty, these estimates must be interpreted in light of available information about their precision. As described in Appendix C, *Explanation of Your Results*, value-added estimation using hierarchical linear modeling (HLM) provides standard errors which can be used to compute a unique 95% confidence interval for each school. These standard errors reflect variation in EAA and CLA+ scores within and between schools and are most strongly related to senior sample size. Schools testing larger samples have smaller standard errors and corresponding 95% confidence intervals—and therefore obtain more precise value-added estimates.

To illustrate the relationship between these components of estimation, let us return to the example school with a value-added score of 0.39. If the senior sample size at this institution were near 100, the school would have a standard error of 0.26 (on the standardized value-added score scale). The 95% confidence interval for this school would thus range from -0.12 to 0.90, which is calculated as the value-added estimate (0.39) plus or minus 1.96 multiplied by the standard error (0.26): $0.39 \pm (1.96)0.26$. To understand the significance of sample size, consider that the confidence interval would have been about 40% larger (from -0.34 to 1.12) if this school tested half as many students.

The major goal of value-added modeling is to obtain a benchmark of student performance based on demonstrated ability at the time of college entrance and to identify schools admitting similar students by applying this criterion. It is important to understand the types of comparisons that can be made using value-added scores as well as their limitations. For instance, a high value-added score does not necessarily indicate high absolute performance on CLA+. Schools with low absolute CLA+ performance may obtain high value-added scores by performing well relative to expectation (i.e., relative to the average performance of schools testing students with similar academic skills upon college entrance). Likewise, schools with high absolute CLA+ performance may obtain low value-added scores by performing poorly relative to expectation. Importantly, though it is technically acceptable to interpret value-added scores as relative to all other CLA+ schools after controlling for student characteristics, this approach is not advisable because it encourages false comparisons among disparate institutions.

Alternatively, it would have been about 80% smaller (from 0.29 to 0.49) if the school tested twice as many students.

One could draw several inferences from the 95% confidence interval calculated for the example school. First, the school’s value-added score is significantly different from scores lower than -0.12 and greater than 0.90. Also, because 0 falls within this range, one might say the school’s value-added score is not significantly different from 0. Here, it should be noted that a value-added score of 0 does *not* indicate the absence of learning, as if students made no gains at their institution. Rather, a value-added score of 0 reflects typical (or “near expected”) average senior CLA+ performance, which implies educational outcomes typical of schools testing students with similar academic skills upon college entrance.

Inaccurate interpretations of confidence intervals are unfortunately common. For instance, it is *not* correct to say there is a 95% chance that the example school’s “true” value-added score is between -0.12 and 0.90. Rather, there is a 95% chance that the interval ranging between -0.12 and 0.90 includes the true value-added score. Chance lies in the identification of the correct range, not the existence of the score. Put another way, the confidence interval reflects uncertainty in the estimate of the true score due to sampling variation,

not uncertainty in the true score itself. Correctly interpreted, a 95% confidence interval indicates the variation in value-added score ranges we should expect to see if testing were repeated with different samples of students a large number of times. So, if

testing were repeated 100 times with different samples of students, about 95 out of the 100 resulting confidence intervals would include a school's "true" value-added score.

STATISTICAL SPECIFICATION OF THE CLA+ VALUE-ADDED MODEL

Level 1 (Student Level): $CLA_{ij} = \beta_{0j} + \beta_{1j}(EAA_{ij} - \bar{EAA}_j) + r_{ij}$

- CLA_{ij} is the CLA+ score of student i at school j .
- EAA_{ij} is the Entering Academic Ability (EAA) score of student i at school j .
- \bar{EAA}_j is the mean EAA score at school j .
- β_{0j} is the student-level intercept (equal to the mean CLA+ score at school j).
- β_{1j} is the student-level slope coefficient for EAA at school j (assumed to be the same across schools).
- r_{ij} is the residual for student i in school j , where $r_{ij} \sim N(0, \sigma^2)$ and σ^2 is the variance of the student-level residuals (the pooled within-school variance of CLA+ scores after controlling for EAA).

Level 2 (School Level): $\beta_{0j} = \gamma_{00} + \gamma_{01}(\bar{EAA}_j) + \gamma_{02}(CLA_{fr,j}) + \mu_{0j}$ and $\beta_{1j} = \gamma_{10}$

- \bar{EAA}_j is the mean EAA score at school j .
- $CLA_{fr,j}$ is the mean freshman CLA+ score at school j .
- β_{0j} is the student-level intercept (equal to the mean CLA+ score at school j).
- β_{1j} is the student-level slope coefficient for EAA at school j (assumed to be the same across schools).
- γ_{00} is the school-level value-added equation intercept.
- γ_{01} is the school-level value-added equation slope coefficient for senior mean EAA.
- γ_{02} is the school-level value-added equation slope coefficient for freshman mean CLA+.
- γ_{10} is the student-level slope coefficient for EAA (assumed to be the same across schools and thus equivalent to β_{1j}).
- μ_{0j} is the value-added equation residual for school j (i.e., the value-added score), where $\mu_{0j} \sim N\left(\begin{bmatrix} 0 \\ 0 \end{bmatrix}; \begin{bmatrix} \tau_{00} & 0 \\ 0 & 0 \end{bmatrix}\right)$ and τ_{00} is the variance of the school-level residuals (the variance in mean CLA+ scores after controlling for mean EAA and mean freshman CLA+ scores).

Mixed Model (combining the school- and student-level equations and utilizing the same variables as above):

$$CLA_{ij} = \gamma_{00} + \gamma_{01}(\bar{EAA}_j) + \gamma_{02}(CLA_{fr,j}) + \gamma_{10}(EAA_{ij} - \bar{EAA}_j) + \mu_{0j} + r_{ij}$$

ESTIMATED PARAMETERS FOR THE VALUE-ADDED MODEL

Estimated Parameters for the Value-Added Model

	γ_{00}	γ_{10}	γ_{01}	γ_{02}	STANDARD DEVIATION
TOTAL CLA+ SCORE	450.47	0.48	0.44	0.20	43.56
PERFORMANCE TASK	442.73	0.39	0.35	0.29	52.50
SELECTED-RESPONSE QUESTIONS	454.37	0.57	0.50	0.14	43.71

The table above shows the estimated parameters for the CLA+ value-added model. Using these parameters and the instructions below (or the statistical models on the previous page), you will be able to compute the expected senior CLA+ score for your institution. In combination with the observed

mean score for seniors at your school, you can then calculate your school's value-added score. Using these values, you can also perform subgroup analyses or make value-added estimates for student groups with longitudinal data.

HOW TO CALCULATE CLA+ VALUE-ADDED SCORES

To calculate value-added scores for your students, you will need:

- Samples of entering and exiting students with EAA and CLA+ scores (See your CLA+ Student Data File.)
- The estimated parameters for the value-added model (See the table above.)

1. Refer to your CLA+ Student Data File to identify your subgroup sample of interest. The subgroup must contain freshmen and seniors with EAA and CLA+ scores.
2. Using your CLA+ Student Data File, compute:
 - The mean EAA score of seniors (exiting students) in the sample
 - The mean CLA+ score of freshmen (entering students) in the sample
 - The mean CLA+ score of seniors (exiting students) in the sample
3. Calculate the senior sample's expected mean CLA+ score, using the parameters from the table above. Please note that the same equation can be used for each CLA+ section score and for the Total CLA+ score as well by selecting the appropriate parameter values and inserting them into this equation:

$$\text{expected mean CLA score} = \gamma_{00} + \gamma_{01}(\text{senior mean EAA}) + \gamma_{02}(\text{freshman mean CLA score})$$

4. Use your expected score to calculate your subgroup sample's value-added score:

$$\text{value-added score, unstandardized} = (\text{senior mean CLA score}) - (\text{expected mean CLA score})$$

5. Convert that value-added score to standard deviation units, using the standard deviation value in the table above:

$$\text{value-added score, standardized} = \frac{\text{value - added score, unstandardized}}{\text{Standard Deviation}}$$

APPENDIX L: PERCENTILE LOOK-UP TABLES

PERCENTILE LOOK-UP TABLES FOR CLA+ SCORES

For schools interested in the distribution of CLA+ performance, CAE provides percentile tables that list scores for total CLA+, as well as each section of the examination (PT and SRQs) and EAA, all associated with a percentile value.

These tables are available on CAE's website. Institution-level percentile scores can be found at www.cae.org/claplusSchoolpercentiles, and student-level percentile scores can be found at www.cae.org/claplusStudentpercentiles.

APPENDIX M: STUDENT DATA FILE

EXPLORING STUDENT DATA

In tandem with your institutional report, CAE provides a CLA+ Student Data File, which gathers content from three sources: CLA+ scores and identifiers computed by CAE, academic data and demographic information provided by your registrar, and self-reported information from your students' CLA+ online profiles and post-assessment surveys. Each piece of data in the spreadsheet is identified as a separate variable.

The Student Data File contains information identifying each student and the test administrations being reported. Here, you will also find testing times and a full range of scoring information, such as Performance Task (PT) subscores and section scores, Selected-Response Question (SRQ) subscores and section scores, and Total CLA+ scores. Other scoring information includes performance levels and percentile ranks for each section and the test as a whole, overall mastery levels, and Entering Academic Ability (EAA) scores.

The data file provides student grade point average and demographic information as well, including student responses to new survey questions regarding how much effort they put into each CLA+ section and how engaging they found these sections to be. Student responses may help contextualize individual scores and institutional results. These responses may also help schools identify motivational issues within participant groups, so schools can adjust their outreach and recruitment methods for future administrations.

Local Survey is a tool that allows institutions to add as many as nine questions of their own to the post-assessment survey. If an institution uses the Local Survey feature within the CLA+ testing platform,

responses to these questions will also appear in the Student Data File. The set of combined questions allows schools to create a richer, customized collection of data to facilitate institutional research using CLA+.

You may link the student-level information in this file with other data you collect—for example, from the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), or from local portfolios, assessments, or studies of course-taking patterns, specialized program participation, etc. The gathered information can help you hypothesize about a range of factors related to institutional performance.

Student-level scores were not originally designed to serve a diagnostic purpose at the individual level. However, with the advent of CLA+, these scores have greater utility. Student-level results can now be used for formative purposes, to identify areas of weakness for individual students and to help determine performance issues across participant groups. Schools may analyze the performance of student subgroups to determine whether certain students may benefit from targeted educational enhancements. Value-added scores may be estimated for these subgroups as well and compared to growth estimates across the institution.

Starting with the fall 2013 administration, student-level CLA+ results can now be compiled from year to year, yielding a larger and much richer data set than one gathering results from a single academic year. Student data aggregated across years will allow schools to track performance longitudinally so they can identify improvements in critical thinking and written communication made by their students.

APPENDIX N: MOVING FORWARD

WHAT NEXT?

The information presented in your institutional report is designed to help you better understand the contributions your school has made toward student learning. Yet, the report alone provides only a snapshot of student performance. By combining it with other tools and services that CLA+ has to offer, the institutional report can become part of a powerful evaluation and enrichment strategy. It can help you and your school target specific areas of improvement and align teaching, learning, and assessment effectively to enhance student performance over time.

We encourage institutions to examine CLA+ performance closely and review the results carefully with their educators. Schools can extend these analyses by linking student-level CLA+ outcomes with other data sources and pursuing in-depth sampling. Collaboration with peer schools and participation in professional development opportunities can support institutions and their educators further by showing how research findings can inform teaching practices and help improve student learning.

Using your Student Data File, you can relate student-level CLA+ results to data you collect on course-taking patterns, grade achievement, and other topics of inquiry. CLA+ subscores in Analysis and Problem Solving, Writing Effectiveness, Writing Mechanics, Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument can contribute to analyses of portfolios, student surveys, and other sources by helping you focus on specific areas that may benefit from improvement. Internal analyses conducted through in-depth sampling can help you generate hypotheses and develop a basis for additional research.

CLA+ can offer peer group comparisons, but the true strength of peer learning comes through collaboration. CAE facilitates cooperative

relationships among CLA+ schools by encouraging the formation of consortia. Moreover, CAE hosts web conferences that periodically feature campuses engaged in promising work with CLA+.

CAE also provides workshops geared toward helping institutions maximize the utility of their Student Data Files. In these sessions, CAE researchers work with institutional staff, showing them ways to dig deeper into student results so they can answer questions about performance on CLA+ and identify areas of strength or weakness. To reserve one of these sessions for your institution, please email clateam@cae.org.

Finally, our professional development services shift the focus from assessment outcomes to pedagogical tools in Performance Task Academies. These two-day, hands-on training workshops offer faculty members guidance in the creation of their own performance tasks. Modeled on the structure of CLA+ tasks and designed to support the teaching objectives of individual courses, faculty-developed tasks can be used as classroom exercises, homework assignments, or even local-level assessments. To learn more about Performance Task Academies, please consult the Events page on the CAE website (www.cae.org).

In all these ways, we encourage institutions to explore a system of continuous improvement driven by the diagnostic potential of CLA+. When used in combination, our programs and services reinforce the belief that institutions must connect teaching, learning, and assessment in authentic and meaningful ways to strengthen and advance their students' higher-order thinking skills.

Without your contributions, CLA+ would not be on the exciting path it is on today. We thank you for your participation and look forward to your continued involvement!

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cla+

National Results, 2013 -14

Contents

INTRODUCTION 2

METHODOLOGY 2

 THE INSTRUMENT 2

 INSTITUTIONAL AND STUDENT SAMPLE 3

 GROWTH ESTIMATES 4

2013-14 CLA+ RESULTS 5

 INSTITUTION-LEVEL CLA+ SCORES 5

 STUDENT-LEVEL CLA+ SCORES 6

 MASTERY LEVELS 8

 SUBSCORES 9

 GROWTH ESTIMATES 10

CONCLUSION 13

REFERENCES 14

APPENDIX A: LIST OF PARTICIPATING INSTITUTIONS, 2013-14 15

APPENDIX B: CLA+ MASTERY LEVELS 17

APPENDIX C: CLA+ PERFORMANCE TASK RUBRIC 19

INTRODUCTION

In 2002, CAE (the Council for Aid to Education) introduced the Collegiate Learning Assessment (CLA) as a major initiative. Since its launch, CLA has offered institutions a valuable measure of their contributions—or value added—to students' attainment of higher-order thinking skills. The assessment requires students to analyze, evaluate, and synthesize information as they demonstrate their ability to think critically and solve problems. To date, hundreds of institutions and hundreds of thousands of students have participated in the CLA testing program.

In 2013, CAE introduced CLA+, an enhanced version of the assessment that includes new subscores, criterion-referenced Mastery Levels, and reliable information about performance at the student and institutional levels.

Advancing beyond a growth-centered model, CLA+ is designed to measure critical thinking and written communication—key higher-order skills that are valued by both educational institutions and employers. CLA+ provides students with reliable evidence that they possess these skills.

Higher-order skills are a necessity for navigating and excelling in today's complex, new knowledge economy. Employers overwhelmingly report valuing employees who exhibit strong critical-thinking and written-communication skills (Hart Research Associates, 2013). Correspondingly, students who excel in the areas measured by CLA+ have been shown to experience greater success in their immediate post-college careers (Arum & Roksa, 2014).

CLA+ enables schools to identify areas of strength and weakness so they can improve their teaching and learning processes and ultimately graduate students who are prepared to succeed in the post-collegiate arena. Concurrently, CLA+ provides graduating students with the tools to stand out in a competitive job market by highlighting key skills for professional success.

This report summarizes the performance of the 169 institutions and 31,652 students who participated in the inaugural academic year of CLA+.

METHODOLOGY

THE INSTRUMENT

CLA+ includes two major components: the Performance Task (PT) and a series of Selected-Response Questions (SRQs).

The **Performance Task** presents students with a real-world scenario that requires a purposeful written response. Students are asked to address an issue, propose the solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by using information provided in the Document Library. This repository contains a variety of reference materials, such as technical reports, data tables, newspaper articles, office memoranda, and emails. A full PT includes four to nine documents in its Document Library. Students have 60 minutes to complete this constructed-response task.

Student responses to the PT are scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. Students receive subscores based on the CLA+ rubric, ranging from 1 to 6, for each skill category based on key characteristics of their written responses. These

characteristics are described in detail within the PT rubric, available on CAE's website at www.cae.org/claptrubic.

In the second part of the examination, students are asked to answer 25 **Selected-Response Questions**. Like the PT, the 25 SRQs require students to draw information from provided materials. Students have 30 minutes to complete this section of the assessment.

SRQs are scored based on the number of correct responses that students provide. Each of three question sets represents a skill area: Scientific and Quantitative Reasoning (10 questions), Critical Reading and Evaluation (10 questions), and Critique an Argument (5 questions). Because some question sets may be more difficult than others, the subscores for each category are adjusted to account for these differences and reported on a common scale. Score values range from approximately 200 to 800 for each SRQ section.

CLA+ NATIONAL RESULTS, 2013-14

To convert raw PT and SRQ scores to scale scores, CAE uses a linear transformation. The process creates a scale score distribution for CLA+ freshmen that has the same mean and standard deviation as their combined SAT Math and Critical Reading (or

converted ACT) scores. The result is a scale that ranges from approximately 400 to 1600. In addition to receiving scores for each of the two sections of the assessment, students receive total scores, which are simply the average of the scaled section scores.

INSTITUTIONAL AND STUDENT SAMPLE

Participating schools are individually responsible for student sampling and recruitment, with guidance available from CAE on strategies for achieving a representative sample. Schools are recommended to test at least 100 students, or 25-50% of the population size for each class level tested.

Students within the CLA+ institutional sample are generally representative of students across CLA+ institutions, with respect to entering academic ability (EAA) scores. EAA is determined based on one of three sets of scores: (1) combined SAT Math and Critical Reading, (2) ACT Composite, or (3) Scholastic Level Exam (SLE) scores reported on the SAT Math and Critical Reading scale.

Specifically, across institutions, the average EAA score of freshmen in the CLA+ sample was only seven points higher than that of the average freshmen at CLA+ institutions (1038 versus 1031, across n=123 institutions that provided this information), and the average EAA score of seniors in the CLA+ sample was only 16 points higher than that of the average seniors at CLA+ institutions (1065

versus 1049, across n=119 institutions). The correlation between the average EAA score of freshmen in the CLA+ sample and their classmates was high ($r=0.93$), as was the correlation between the average EAA score of seniors in the CLA+ sample and their classmates (0.90).

These data suggest that, as a group, students tested as part of the CLA+ institutional sample perform similarly to all students at CLA+ institutions. This correspondence increases confidence in the inferences made about students at CLA+ institutions based on testing data collected from the institutional samples.

At the institution level, the sample of participating institutions is fairly representative of four-year, not-for-profit institutions nationwide (see Table 1A). Public school representation (60% within CLA+ institutions, compared to 30% nationally) and average undergraduate student body size (7,130 FTE undergraduates within CLA+ institutions, compared to 3,869 nationally) are notable exceptions.

TABLE 1A. School Characteristics of the CLA+ Institutional Sample

SCHOOL CHARACTERISTIC	NATION	CLA+
PERCENTAGE PUBLIC	30	60
PERCENTAGE HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU)	4	3
MEAN PERCENTAGE OF UNDERGRADUATES RECEIVING PELL GRANTS	31	32
MEAN SIX-YEAR GRADUATION RATE	51	49
MEAN BARRON'S SELECTIVITY RATING	3.6	3.1
MEAN ESTIMATED MEDIAN SAT SCORE	1058	1030
MEAN NUMBER OF FTE UNDERGRADUATE STUDENTS (ROUNDED)	3,869	7,130
MEAN STUDENT-RELATED EXPENDITURES PER FTE STUDENT (ROUNDED)	\$12,330	\$10,469

Sources: *The Education Trust (2010)* and *Carnegie Foundation for the Advancement of Teaching (2012)*

TABLE 1B. Carnegie Classification of the CLA+ Institutional Sample

CARNEGIE CLASSIFICATION	NATION (N=1,683)		CLA+ (N=157)	
	N	%	N	%
DOCTORATE-GRANTING UNIVERSITIES	283	17	23	15
MASTER'S COLLEGES AND UNIVERSITIES	651	39	87	55
BACCALAUREATE COLLEGES	749	45	47	30

Source: Carnegie Foundation for the Advancement of Teaching (2012)

The spread of Carnegie Classifications among CLA+ schools also corresponds fairly well with that of four-year, not-for-profit institutions across the nation, though with a somewhat higher proportion of Master's Colleges and Universities. (See table 1B.)

CLA+ students are similarly representative of their peers nationally in terms of race/ethnicity and

gender (see Table 1C) and in terms of EAA. The mean estimated median SAT score across four-year colleges nationally is 1058, while the median SAT score across CLA+ students overall is 1040 (1030 is the median score for freshmen and 1060 is the median for seniors).

TABLE 1C. Student Sample Representativeness by Gender and Race/Ethnicity

DEMOGRAPHIC CHARACTERISTIC	CLA+ STUDENTS		ALL STUDENTS NATIONALLY	
	Freshmen	Seniors		
GENDER	Male	39%	37%	44%
	Female	59%	60%	56%
	Decline to State	2%	3%	N/A
RACE/ ETHNICITY	American Indian / Alaska Native / Indigenous	1%	1%	1%
	Asian (including Indian subcontinent and Philippines)	9%	9%	6%
	Native Hawaiian or other Pacific Islander	0%	1%	0%
	African-American / Black (including African and Caribbean), non-Hispanic	14%	9%	14%
	Hispanic or Latino	17%	13%	11%
	White (including Middle Eastern), non-Hispanic	53%	58%	60%
	Other / Decline to State	7%	9%	8%

Source: Snyder and Dillow (2013)

GROWTH ESTIMATES

CAE calculates two types of growth estimates for participating schools: effect sizes and value-added scores.

Effect sizes characterize the amount of growth in CLA+ scores that is evident across classes. They do so by relating the performance of the freshman class to that of the sophomore, junior, and senior classes.

Effect sizes are calculated by subtracting the mean scores of the freshmen from the mean scores of the seniors, and dividing this amount by the standard deviation of the freshmen scores. Effect sizes are reported in standard deviation units.

While effect sizes characterize growth from freshman to senior year within an institution, **value-**

added scores relate that growth meaningfully to the growth of students across other colleges and universities. A simple comparison of the average achievement at all schools would tend to present selective institutions in a favorable light and overlook the educational efficacy of schools admitting students with weaker academic backgrounds. Value-added modeling addresses this situation by providing scores comparable to those of institutions with entering students of similar academic ability. Compared to effect size, value-added scoring is generally viewed as a more equitable way of estimating an institution's contribution to learning

and thus of demonstrating its relative educational efficacy.

To calculate value-added estimates, CAE employs a statistical technique known as hierarchical linear modeling (HLM). This method yields value-added scores that indicate the degree to which observed senior CLA+ mean scores at an institution meet, exceed, or fall below expectations as established by two factors: the seniors' EAA scores and the mean CLA+ performance of freshmen at the school, which serves as a control for any selection effects not addressed by EAA.

2013-14 CLA+ RESULTS

INSTITUTION-LEVEL CLA+ SCORES

The average institutional CLA+ score for schools that tested their freshmen in fall 2013 was 1039, indicating basic mastery of the skills measured by CLA+. Schools testing seniors scored, on average, almost 90 points higher (1128), with exiting students largely proficient in critical thinking and written communication.

Performance on these skills, however, differs considerably across institutions.

Some of these differences may reflect distinct recruitment and admissions procedures across institutions. For instance, the most selective institutions—with Barron's selectivity ratings ranging from Very Competitive to Most Competitive—have incoming students who score 140 points higher on CLA+ than the least competitive institutions (with freshman mean scores of 1110 and 970, respectively). Students at the most competitive institutions continue to perform better than their peers at the least competitive institutions through graduation, as well, though there is a slightly smaller difference in mean scores across levels of selectivity for seniors (97 points) than for freshmen.

Differences also persist between minority-serving institutions (MSIs) and non-MSIs.¹ Freshmen at the average MSI score 85 points lower than their peers at non-MSIs, with the disparity increasing to 102 points for institutions testing seniors.

Similar disparities are seen when looking at institutions where half or more of the student

¹ Minority-Serving Institutions include those that are legally defined as Historically Black Colleges and Universities or Tribal Colleges and Universities, as well as institutions with 25% or higher enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian students.

population consists of Pell Grant recipients. The average institution with a high proportion of Pell Grant recipients has a freshman score of 973 and a senior score of 1064 (a 91-point difference), while the average institution with fewer than half of its population receiving Pell Grants has a freshman score of 1069 and a senior score of 1150 (an 81-point difference).

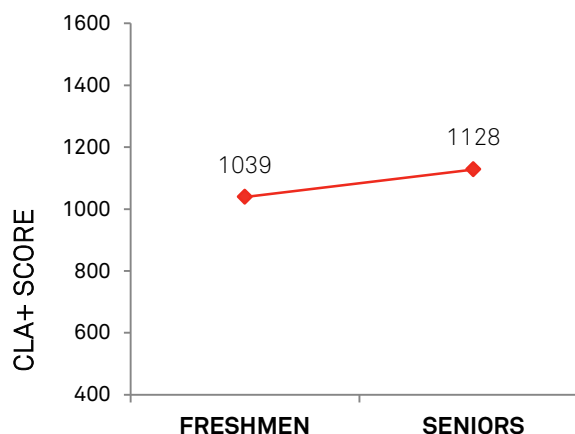


FIGURE 1. Change in Average Institutional CLA+ Score from Freshman to Senior Year

There are some institutional categorizations, however, where differences are statistically non-significant or are diminished by senior year. Carnegie Classification and institution size are two examples where there are moderately sized, statistically significant differences among institutions testing freshmen but not among institutions testing seniors.

TABLE 2. Institutional CLA+ Performance by School Characteristic and Class Tested, 2013-14

INSTITUTIONAL CHARACTERISTIC	FRESHMEN			SENIORS		
	N ^a	Mean Score	SD	N ^a	Mean Score	SD
All Institutions	154	1039	84	155	1128	70
Carnegie Classification						
Baccalaureate Colleges	42	1030**	83	40	1125	84
Master's Colleges and Universities (Doctorate-Granting Universities) ^b	78	1030**	71	82	1124	57
(Doctorate-Granting Universities) ^b	22	1094	80	23	1143	86
Barron's Selectivity Rating						
Non- to Less Competitive	27	970**	66	25	1076**	67
Competitive to Competitive Plus (Very to Most Competitive)	77	1038**	63	79	1125**	60
(Very to Most Competitive)	29	1110	71	32	1173	65
Minority-Serving Institution						
Yes	19	967**	81	16	1036**	79
(No)	124	1052	72	132	1138	60
Share of Students Receiving Pell Grants						
(Less than Half)	100	1069	65	108	1150	56
Half or More	44	973**	66	40	1064**	66
Geographic Region						
Northeast	29	1045	65	29	1109**	69
(Midwest)	33	1069	70	36	1155	52
South	51	1023*	89	52	1112**	79
West	33	1041	76	32	1139	59
Institution Size						
Small [≤3,000 Students]	46	1028*	81	45	1120	75
Medium [3,001 – 10,000 Students]	42	1021**	69	48	1124	72
(Large [≥10,001 Students])	55	1066	79	55	1135	63
Sector						
Public	86	1044	77	92	1126	67
(Private)	57	1035	81	56	1129	74

^aNote: because data are not available for all institutions, the sample sizes for a given institutional characteristic may not sum to the same N as the overall CLA+ sample.

^bReference categories in parentheses.

* $p < 0.05$.

** $p < 0.01$.

Geographically, CLA+ schools in the Midwest have slightly higher-performing freshmen and seniors than in other regions; though statistically significant, the differences in school mean scores between the Midwest and other regions are not large (no more than 46 points, on average).

STUDENT-LEVEL CLA+ SCORES

The average freshman who tested in fall 2013 had a CLA+ score of 1042, while the average senior scored almost 90 points higher (1128). As with the distribution of institutional scores, there is substantial variation in performance across students by certain demographic characteristics (see Table 3).

While there is little overall difference in performance between males and females—either at the start or

Similarly, there is little to distinguish the freshman and senior performance of public versus private institutions.

Table 2 summarizes differences in average institutional score by each of the previously discussed institutional characteristics.

end of college—there are disparities in performance across other demographic groups. Speakers whose primary language is English, for instance, score considerably higher as freshman (on average, 60 points higher than those for whom English is not their primary language), and that gap persists (57 points) within the sample of seniors taking CLA+.

Student performance also differs considerably by field of study. Consistent with previous findings

CLA+ NATIONAL RESULTS, 2013-14

(Steedle & Bradley, 2012) students whose majors include business and helping/services fields score significantly lower than students in math and science fields. This is true of both freshmen and seniors taking CLA+.

CLA+ results show an even larger performance gap across racial and ethnic groups. African American freshmen scored on average nearly a full standard deviation below their White peers (939 and 1083,

respectively). Among seniors, the gap is slightly narrower, though the difference is still quite large (120 points).

Parental education levels are similarly associated with CLA+ performance. Each additional level of education attained by a student's parents is reflected by an associated increase of about 30 points in the average scores of both freshmen and seniors.

TABLE 3. Student CLA+ Performance by Class Standing and Demographic Characteristic, 2013-14

DEMOGRAPHIC CHARACTERISTIC*	FRESHMEN			SENIORS		
	N	Mean Score	SD	N	Mean Score	SD
All Students	18,178	1042	158	13,474	1128	148
Transfer Status						
Transfer Student	--	--	--	2,392	1092**	152
(Non-Transfer Student) ^a	18,178	1042	158	11,082	1135	146
Gender						
(Male)	7,092	1039	165	4,948	1133	152
Female	10,783	1044*	153	8,119	1126**	144
Decline to State	303	1044	161	407	1094**	166
Primary Language						
(English)	14,832	1053	156	11,317	1137	145
Other	3,346	993**	158	2,157	1080**	155
Field of Study						
(Sciences and Engineering)	4,723	1074	160	2,928	1170	140
Social Sciences	2,061	1047**	162	2,221	1139**	153
Humanities and Languages	1,939	1064*	156	2,334	1131**	148
Business	2,452	1020**	159	2,126	1103**	149
Helping / Services	4,596	1017**	151	3,155	1103**	142
Undecided / Other / N/A	2,407	1025**	149	710	1089**	149
Race/Ethnicity						
American Indian / Alaska Native / Indigenous	173	981**	167	74	1091**	137
Asian [Including Indian Subcontinent and Philippines]	1,604	1058**	156	1,272	1110**	153
Native Hawaiian or Other Pacific Islander	71	1001**	161	64	1056**	138
African-American / Black [Including African and Caribbean], Non- Hispanic	2,452	939**	149	1,223	1038**	144
Hispanic or Latino	3,051	1004**	142	1,774	1098**	142
(White [Including Middle Eastern], Non- Hispanic)	9,553	1083	145	7,854	1158	139
Other	620	980**	179	408	1088**	155
Decline to State	654	1046**	177	805	1091**	161
Parent Education						
Less Than High School	1,245	960**	147	659	1074**	139
High School	4,244	995**	152	2,174	1100**	149
Some College	4,135	1035**	151	3,695	1110**	143
Bachelor's Degree	5,017	1072**	153	3,955	1141**	145
(Graduate or Post-Graduate Degree)	3,537	1093	155	2,991	1164	149

^a Reference categories in parentheses.

* $p < 0.05$.

** $p < 0.01$.

MASTERY LEVELS

CLA+ Mastery Levels contextualize CLA+ scores by interpreting test results in relation to the qualities exhibited by examinees. Each Mastery Level corresponds to specific evidence of critical-thinking and written-communication skills (see Appendix B for detailed information about each Mastery Level). There are four Mastery Levels for the 2013-14 academic year: Below Basic, Basic, Proficient, and Advanced. A new Mastery Level will be introduced in 2014-15 to further distinguish the levels of proficiency; students who are highly proficient but not quite Advanced will be designated as Accomplished in terms of the skills measured by CLA+. The full standard-setting report can be found at http://cae.org/cla_ss.

Almost two-thirds (63%) of the college freshmen tested in fall 2013 were non-proficient in CLA+ skills—scoring at or below the Basic Mastery Level. Another 36% scored at the Proficient Mastery Level, with only 2% of entering freshmen exhibiting Advanced Mastery of critical-thinking and written-communication skills, as measured by CLA+.

The average entering freshman (with a mean score of 1042) exhibits Basic Level Mastery of CLA+ skills.

In order to score at the Basic Mastery Level, a student must make a reasonable attempt to analyze the details of the Performance Task and demonstrate that they are able to communicate in a manner that is understandable to the reader. Students with Basic Mastery also show some judgment about the quality of evidence provided in the Document Library.

In addition, students scoring at the Basic Mastery Level know the difference between correlation and

causality, and they can read and interpret a bar graph—but not necessarily a scatterplot or regression analysis. Tables may be out of reach for Basic Mastery Level students, as well.

Across college seniors testing in 2013-14, more than half (61%) were proficient in CLA+ skills—scoring either at the Proficient or Advanced Mastery Level. A total of 26% scored at the Basic Mastery Level, while 14% were unable to demonstrate even basic mastery of CLA+ skills.

The average exiting senior (with a mean score of 1128), exhibits proficient Mastery of critical-thinking and written-communication skills, as measured by CLA+.

Students scoring at the Proficient Mastery Level have shown that they are able to extract the major relevant pieces of evidence provided in the Document Library and develop a cohesive argument and analysis of the Performance Task. Proficient Mastery Level students are able to distinguish the quality of evidence in these documents and express the appropriate level of conviction in their conclusion given the provided evidence. Additionally, Proficient Mastery Level students are able to suggest additional research or consider counterarguments.

Students at this level can correctly identify logical fallacies, accurately interpret quantitative evidence, and distinguish the validity of evidence and its purpose. Likewise, they have the ability to determine the truth and validity of an argument. Students at this level also recognize when a graph or table is applicable to an argument.

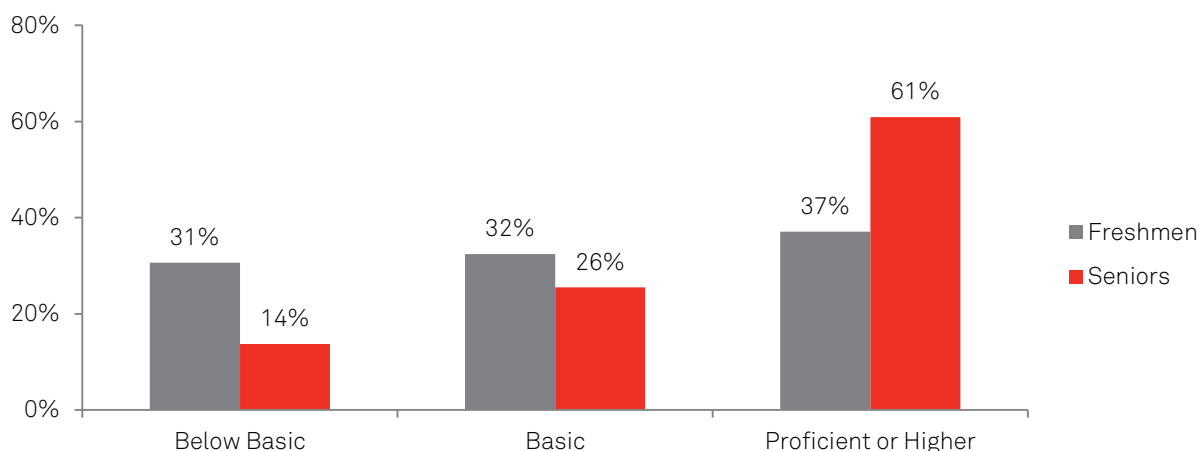


FIGURE 2. Student Distribution of CLA+ Mastery Levels

SUBSCORES

Student responses to the **Performance Task** (PT) are scored in three skill areas: Analysis and Problem Solving, Writing Effectiveness, and Writing Mechanics. These subscores are assigned values ranging from 1 to 6, with those values determined according to specific response characteristics outlined in the CLA+ Scoring Rubric (see Appendix C).

Subscores for the **Selected-Response Questions** (SRQs) represent three additional skill areas: Scientific and Quantitative Reasoning (10 questions), Critical Reading and Evaluation (10 questions), and Critique an Argument (5 questions). Because some question sets may be more difficult than others, the subscores for each category are adjusted to account for these differences and reported on a common scale. Score values range from approximately 200 to 800 for each SRQ section.

For the PT, the average institution testing freshmen received a score of 3 for Analysis and Problem Solving, 3.1 for Writing Effectiveness, and 3.4 for Writing Mechanics. Some improvement is observed when considering the average subscores across institutions testing seniors, though these average scores fail to exceed more than three-tenths of a point above that of the average institutional freshman subscores.

On the SRQs, institutions testing freshmen averaged scores of 501 across each of the three subscore categories, with scores improving to 545, 539, and 536, respectively, for Scientific and Quantitative Reasoning, Critical Reading and Evaluation, and Critique an Argument.

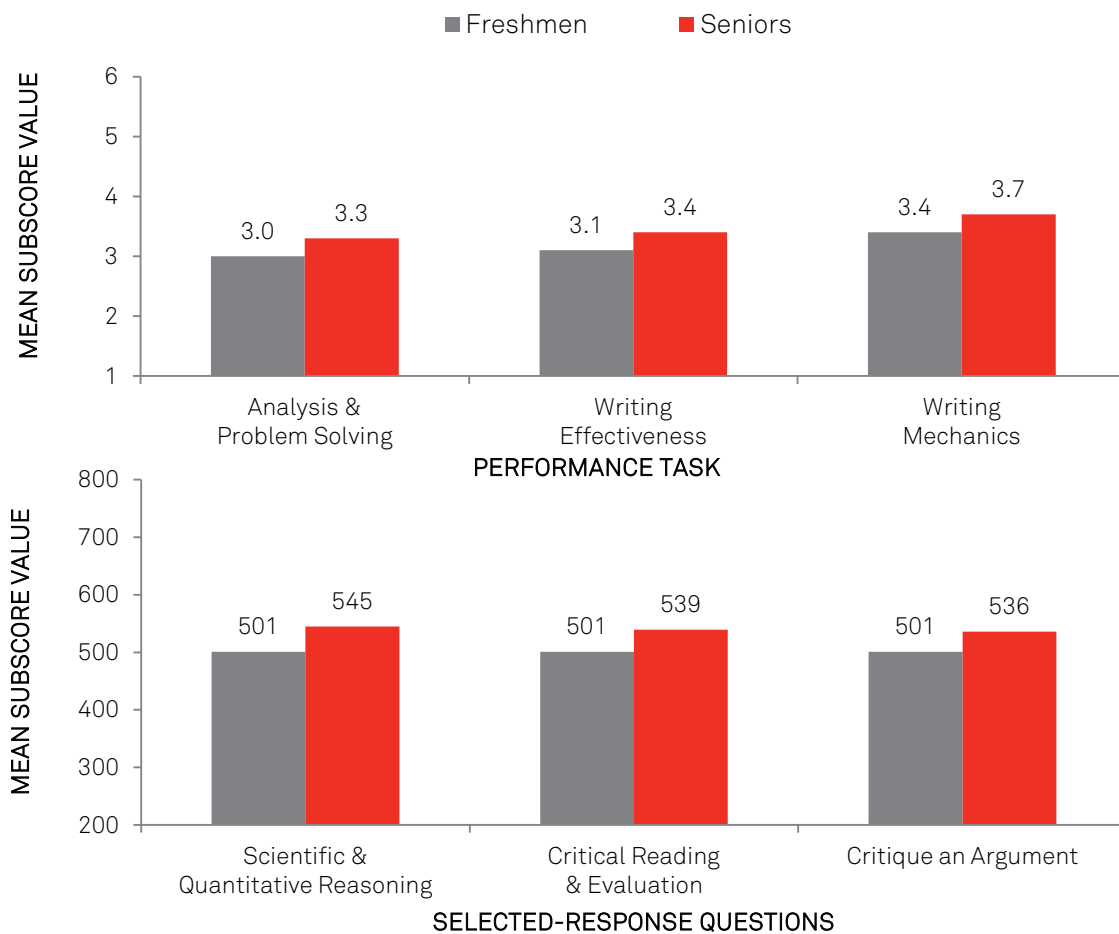


FIGURE 3. Average CLA+ Subscores Across Institutions

GROWTH ESTIMATES

Effect sizes characterize the amount of growth in CLA+ scores that is evident across classes, in standard deviation units. The effect size for the average CLA+ institution in 2013-14 was 0.62, representing approximately 0.62 standard deviations of improvement from freshman to senior year. These scores are normally distributed, though there are a handful of institutions with exceptionally high effect sizes. The typical institution exhibited an effect size between 0.14 and 1.10, indicating fairly wide variation in the amount of growth seen across these schools in 2013-14 (see Figure 4).

As noted in the methodology section of this report, **value-added scores** meaningfully relate the growth within an institution to the growth of students across similar colleges and universities.

Figure 4 illustrates the performance of all four-year colleges and universities relative to their expected performance as predicted by the value-added model. The diagonal line in the figure represents the points at which expected and observed senior scores are equivalent. The vertical distance from the diagonal line indicates the value added by an institution. Institutions above the diagonal line add more value than expected based on the model; institutions below the line add less value than expected.

Because the parameters for the CLA+ value-added model are based on the 2013-14 institutional sample, the mean value-added score for that academic year is 0.00, with a standard deviation of 1.00. As with effect sizes, the 2013-14 value-added scores are normally distributed (see Figure 5).

A value-added score of 0.00 indicates that a school's seniors are performing exactly as expected given their EAA and the mean CLA+ performance of freshmen at that school. Value-added scores can be categorized into levels of performance relative to expectations. These levels are as follows:

- above 2.00: well above expected
- 2.00 to 1.00: above expected
- 1.00 to -1.00: near expected
- -1.00 to -2.00: below expected
- below -2.00: well below expected

As with the unadjusted scores, both of these growth estimates—effect sizes and value-added scores—differ, in some cases to a large degree, across various types of institutions. Table 4 provides average value-added scores and effect sizes across the CLA+ institutional sample, as well as for specific categories of institutions.

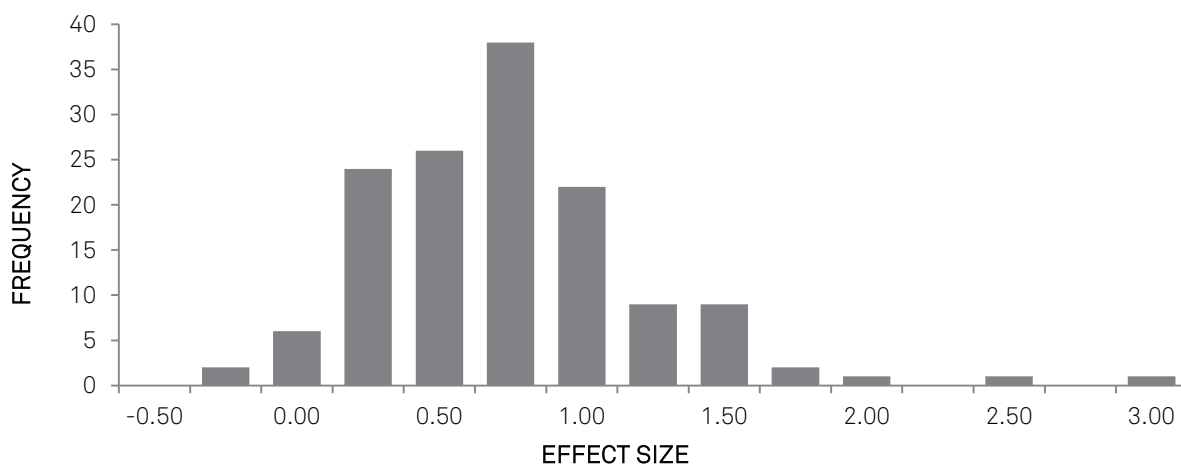


FIGURE 4. Distribution of Institutional Effect Sizes

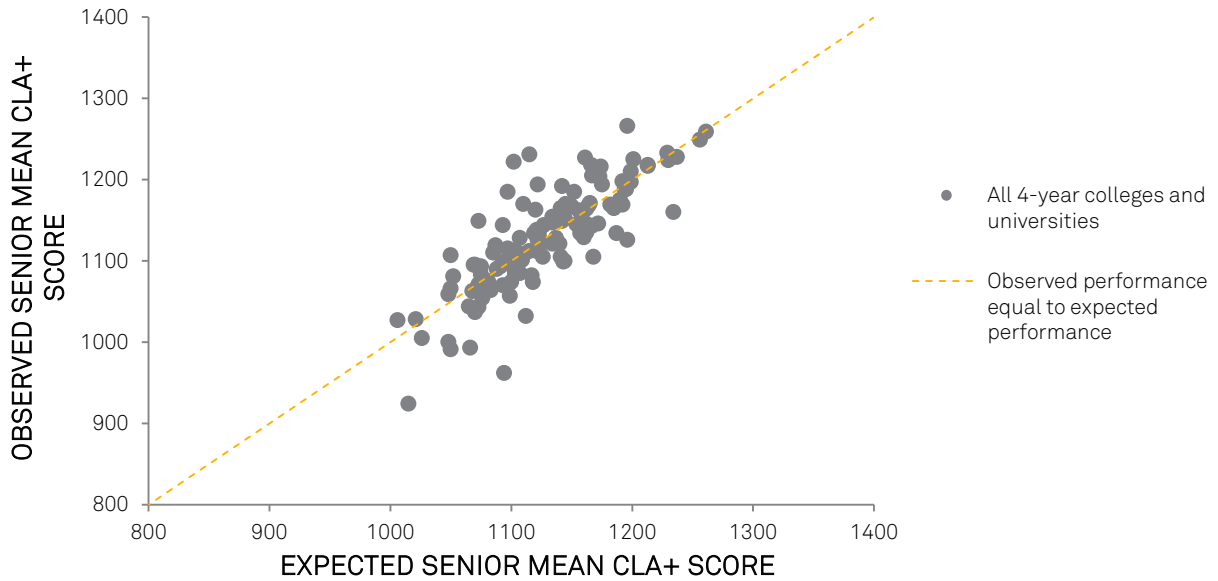


FIGURE 5. Expected vs. Observed CLA+ Scores

Across the three primary Carnegie Classifications, for example, Baccalaureate Colleges and Master’s Colleges and Universities have, on average, more than double the effect size of Doctorate-Granting Universities. However, when taking students’ EAA into account, Baccalaureate Colleges and Doctorate-Granting Universities have identical average value added—each group’s seniors performed very near expected (with value-added scores of 0.08). Master’s Colleges and Universities have a slightly higher average value-added score of 0.11. This represents a difference of approximately 10 percentile points across the three primary Carnegie Classification groups.

counter to expectations. Schools with Barron’s ratings of Non-Competitive to Less Competitive showed the most growth (an average effect size of 0.74), while institutions classified as Very and Most Competitive had a lower average effect size (0.48) than the institutional sample overall (0.62). This difference may be attributable to the different ability levels of students attending these institutions; lower-ability students may simply have more room to grow. When controlling for students’ entering academic ability, the less-competitive institutions performed as expected (an average value-added score of 0.00), while the Very Competitive and Most Competitive institutions had an average value-added score of -0.24, though the difference in these values is not statistically significant.

Differences in growth estimates by the selectivity rating of the institutional sample run somewhat

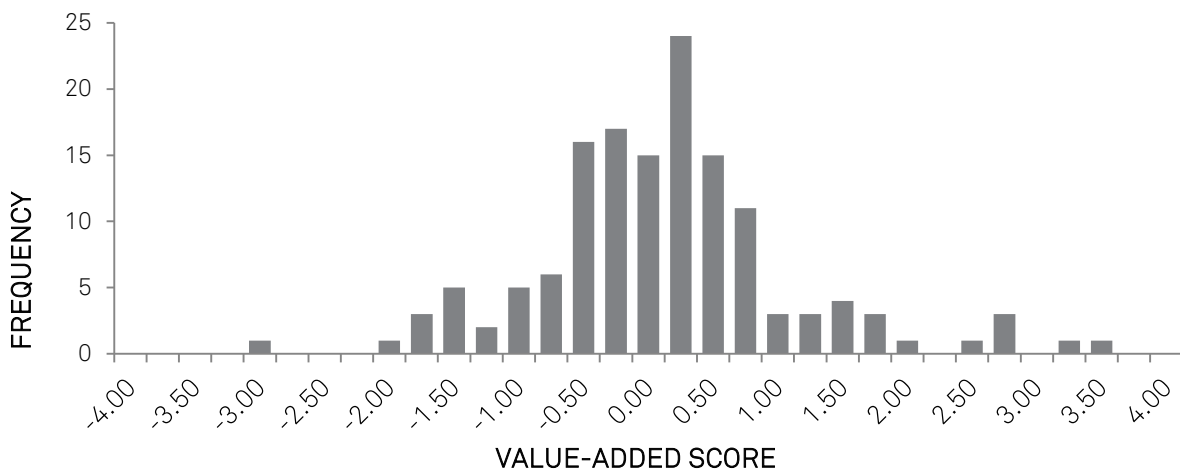


FIGURE 6. Distribution of Institutional Value-Added Scores

CLA+ NATIONAL RESULTS, 2013-14

In terms of the demographics served by CLA+ institutions, minority-serving institutions (MSIs) showed less growth than non-MSIs. The 16 MSIs that tested in 2013-14 had an average effect size of 0.47, about a third of a standard deviation below the overall institutional sample. Even when taking into account the entering academic ability of students at these schools, they demonstrated on average less growth than what would be expected. These MSIs have an average value-added score of -0.43, equivalent to the performance of a school scoring at the 29th percentile. While this value is almost half a standard deviation below the average value-added score of non-MSIs, the difference is statistically non-significant.

Similar differences are seen across institutions in relation to their proportion of Pell Grant recipients. Schools with fewer than half their student populations receiving Pell Grants have a similar average effect size (0.62) to those with half or more of their students receiving Pell Grants (0.66). However, when taking the student population's entering academic ability into account, the average value-added scores of these two groups diverge. Schools with half or more of their students receiving Pell Grants have an average value-added score of -0.22, while schools with fewer than half of their students receiving Pell Grants have an average value-added score nearly two-thirds of a standard deviation higher (0.42). Though the difference appears substantial, it is statistically non-significant.

TABLE 4. Institutional CLA+ Growth by School Characteristic, 2013-14

INSTITUTIONAL CHARACTERISTIC	N ^a	VALUE-ADDED SCORE		EFFECT SIZE	
		Mean	SD	Mean	SD
All Institutions	141	0.00	1.00	0.62	0.48
Carnegie Classification					
Baccalaureate Colleges	37	-0.08	1.10	0.68**	0.48
Master's Colleges and Universities	74	0.11*	0.88	0.71**	0.49
(Doctorate-Granting Universities) ^b	22	-0.08	0.93	0.32	0.31
Barron's Selectivity Rating					
Non- to Less Competitive	24	0.00	0.86	0.74*	0.52
Competitive to Competitive Plus	74	-0.01	0.97	0.65	0.52
(Very to Most Competitive)	27	-0.24	0.91	0.48	0.31
Minority-Serving Institution					
Yes	16	-0.43	0.88	0.47	0.47
(No)	118	0.03	0.96	0.65	0.48
Percentage of Students Receiving Pell Grants					
(Less Than Half)	96	0.42	0.93	0.62	0.47
Half or More	39	-0.22	1.01	0.66	0.51
Geographic Region					
Northeast	26	-0.29**	0.89	0.47*	0.39
Midwest	32	-0.14**	0.59	0.61	0.34
South	48	-0.25**	1.02	0.60	0.49
(West)	30	0.62	0.97	0.81	0.62
Institution Size					
Small [\leq 3,000 Students]	42	-0.29*	0.90	0.65	0.39
(Medium [3,001 – 10,000 Students])	38	0.27	1.05	0.76	0.48
Large [\geq 10,001 Students]	54	-0.04	0.90	0.53*	0.53
Sector					
Public	84	0.04	1.01	0.62	0.53
(Private)	50	-0.14	0.87	0.65	0.38

^a Note: because data are not available for all institutions, the sample sizes for a given institutional characteristic may not sum to the same N as the overall CLA+ sample.

^b Reference categories in parentheses.

* $p < 0.05$.

** $p < 0.01$.

CLA+ NATIONAL RESULTS, 2013-14

Differences in value-added scores are also seen across geographic regions. The 30 CLA+ schools in the West of the U.S., for example, have considerably higher effect sizes—albeit with a correspondingly larger variation in effect size—than their peers in other regions of the country. The difference becomes even more pronounced, and is highly statistically significant, when controlling for students' entering academic ability.

Differently sized institutions also exhibit different levels of contributions to their students' attainment

of critical-thinking and written-communication skills. Medium-sized institutions (those with 3,001 to 10,000 students), have a higher average effect size (0.76) and value-added score (0.27) than larger or smaller institutions.

Institutional sector, on the other hand, is one of the few areas where different types of schools are largely comparable. Students at both public and private institutions demonstrated similar levels of growth in the 2013-14 academic year.

CONCLUSION

With ballooning student debt and—following the most recent recession—a higher unemployment rate among recent college graduates than in the labor force overall (Shierholz, Davis et al., 2014), it is easy to dismiss college as an unnecessary cost. What CLA+ data show, however, is that colleges and universities are contributing considerably to the development of key skills that can make graduates stand out in a competitive labor market.

College certainly matters; it can narrow achievement gaps across students from different racial/ethnic and socio-economic backgrounds, and it can help students develop and enhance the complex, broadly transferrable skills that are valued by employers across fields and sectors.

What CLA+ data likewise show is that where a student goes to college can matter, as well—and that the schools contributing most heavily to their students' growth in CLA+ skills are not necessarily the schools one would expect. There are clear differences in students' raw performance and their growth on CLA+-measured skills, not just across different types of schools, but within those groups, as well.

While there is marked variation in performance across schools, the average student enters college with basic critical-thinking and written-communication skills and leaves college proficient in these skills. Graduating from college—especially from a college that fosters critical thinking and written communication—can be crucial for long-term success.

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APPENDIX A: LIST OF PARTICIPATING INSTITUTIONS, 2013-14

The colleges and universities listed below in alphabetical order agreed to be identified as participating schools in 2013-14, and they constitute the institutional sample for CLA+. To view a list of currently participating schools, please visit www.cae.org/claparticipants.

CLA+ SCHOOLS

Alaska Pacific University
Appalachian State University
Augsburg College
Augustana College (SD)
Aurora University
Barton College
Bellarmino University
Bob Jones University
Bowling Green State University
Bridgewater College
Brigham Young University - Idaho
Brigham Young University-Idaho
California Maritime Academy
California Polytechnic State University, San Luis Obispo
California State Polytechnic University, Pomona
California State University, Bakersfield
California State University, Channel Islands
California State University, Chico
California State University, Dominguez Hills
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Monterey Bay, Computer Science and Information Technology
California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
California State University, Stanislaus
Centenary College of Louisiana
Christopher Newport University
Clarke University
College of Saint Benedict/Saint John's University
College of Saint Benedict/St. John's University
Colorado Christian University
Concord University
Concordia College
Culver-Stockton College
CUNY - Baruch College
CUNY - Brooklyn College
CUNY - College of Staten Island
CUNY - Hunter College
CUNY - John Jay College of Criminal Justice
CUNY - Lehman College

CUNY - New York City College of Technology
CUNY - Queens College
CUNY - The City College of New York
CUNY - York College
Dillard University
Drexel University, Department of Architecture and Interiors
Earlham College
East Carolina University
Eastern Connecticut State University
Emory & Henry College
Fayetteville State University
Flagler College
Florida International University Honors College
Frostburg State University
Georgia College & State University
Hamline University
Hardin-Simmons University
Hastings College
Hong Kong Polytechnic University
Humboldt State University
Illinois College
Indiana University of Pennsylvania
Jacksonville State University
Keene State College
Kent State University
Kepler Kigali
Keuka College
LaGrange College
Lake Forest College
Lee University
Lewis University
Lynchburg College
Marshall University
Miami University - Oxford
Miles College
Minneapolis College of Art and Design
Mississippi University for Women
Monmouth University
Montclair State University
Morgan State University
Morningside College
National Louis University
Nevada State College
New York University - Abu Dhabi
Newberry College
Nicholls State University
North Dakota State University
Nyack College
Ohio Wesleyan University
Our Lady of the Lake University
Pittsburg State University
Plymouth State University
Presbyterian College
Purchase College - SUNY
Queen's University

CLA+ NATIONAL RESULTS, 2013-14

Quest University	University of Hawaii at Hilo, College of Business and Economics
Ramapo College of New Jersey	University of Houston
Rasmussen College, Twin Cities	University of Jamestown
Robert Morris University	University of Louisiana at Lafayette
Roger Williams University	University of Missouri - St. Louis
Saginaw Valley State University	University of New Mexico
San Diego State University	University of North Carolina Pembroke
San Francisco State University	University of North Dakota
San Jose State University	University of Saint Mary
Schreiner University	University of Texas - Pan American
Shepherd University	University of Texas at Arlington
Shippensburg University	University of Texas at Austin
Sonoma State University	University of Texas at El Paso
Southern Connecticut State University	University of Texas at San Antonio
Southern New Hampshire University	University of Texas of the Permian Basin
Southern Virginia University	University of Texas, Dallas
Southwestern University	University of Texas, San Antonio
St. John Fisher College	University of Texas, Tyler
Stetson University	Ursuline College
Stonehill College	Walsh College of Accountancy and Business Administration
SUNY Cortland	Warner University
Texas A&M International University	Weber State University
Texas A&M University-Texarkana	West Chester University
Texas State University-San Marcos	West Chester University of Pennsylvania
Texas Tech University	Western Carolina University
The Citadel	Western Governors University
The College of Idaho	Western Michigan University
The Ohio State University	Westminster College (MO)
The Richard Stockton College of New Jersey	Westminster College (UT)
The Sage Colleges	Wichita State University
Truman State University	Wichita State University, School of Engineering
University of Bridgeport	Wiley College
University of Colorado, Boulder	William Peace University
University of Evansville	William Woods University
University of Great Falls	Wisconsin Lutheran College
University of Guam	

APPENDIX B: CLA+ MASTERY LEVELS

SETTING STANDARDS FOR CLA+

Following the creation of CLA+, a standard-setting study was conducted to establish fair and defensible levels of mastery for the new and improved assessment. This formal study was held at CAE headquarters in New York City on December 12, 2013. Twelve distinguished panelists, representing a variety of educational and commercial sectors, were invited to participate. The table below lists each panelist.

During the standard-setting study, panelists defined descriptions of three Mastery Levels: Basic, Proficient, and Advanced. Their discussions were based on the CLA+ scoring rubric as well as the knowledge, skills, and abilities required to perform

well on CLA+. The purpose of this activity was to develop consensus among the judges regarding each Mastery Level and to create a narrative profile of the knowledge, skills, and abilities necessary for CLA+ students.

During subsequent rating activities, panelists relied on these consensus profiles to make item performance estimates. Judges broke into three groups of four, and each group evaluated characteristics related to one Mastery Level. The groups then reconvened and reported their findings to the group at large so they could form final consensus on student performance at each of the three Mastery Levels.

CLA+ Standard-Setting Study Participant List and Institutional Affiliation

PARTICIPANT	INSTITUTION
Aviva Altman	Johnson & Johnson
Jon Basden	Federal Reserve
Mark Battersby	Capilano University (Canada)
Paul Carney	Minnesota State Technical and Community College
Anne Dueweke	Kalamazoo College
Terry Grimes	Council of Independent Colleges
Sonia Gugga	Columbia University
Marsha Hirano-Nakanishi	California State University System
Rachel L. Kay	McKinsey & Company
Michael Poliakoff	American Council of Trustees and Alumni
Elizabeth Quinn	Fayetteville State University
Paul Thayer	Colorado State University

CLA+ MASTERY LEVELS

CAE uses outcomes from the 2013 standard-setting study to distinguish between CLA+ students with varying knowledge, skills, and abilities, as measured by the assessment. On individual reports, Mastery Levels are determined by students' Total CLA+ scores. On institutional reports, they are determined by each class level's mean Total CLA+ score.

Institutions should not use Mastery Levels for purposes other than the interpretation of test results. If an institution wishes to use the attainment

of CLA+ Mastery Levels as part of a graduation requirement or the basis for an employment decision, the institution should conduct a separate standard-setting study with this specific purpose in mind.

The following table summarizes each level of mastery and provides a description of students below the basic level of mastery.

Student Levels of Mastery Profiles

LEVEL OF MASTERY	PROFILE
BELOW BASIC	Students who are below basic do not meet the minimum requirements to merit a basic level of mastery.
BASIC	<p>Students at the basic level should be able to demonstrate that they at least read the documents, made a reasonable attempt at an analysis of the details, and are able to communicate in a manner that is understandable to the reader. Students should also show some judgment about the quality of the evidence.</p> <p>Students at the basic level should also know the difference between correlation and causality. They should be able to read and interpret a bar graph, but not necessarily a scatter plot or comprehend a regression analysis. Tables may be out of reach for basic students as well.</p>
PROFICIENT	<p>Students at the proficient level should be able to extract the major relevant pieces of evidence provided in the documents and provide a cohesive argument and analysis of the task. Proficient students should be able to distinguish the quality of the evidence in these documents and express the appropriate level of conviction in their conclusion given the provided evidence. Additionally, students should be able to suggest additional research and/or consider the counterarguments. Minor errors in writing need to be defined rigorously.</p> <p>Proficient students have the ability to correctly identify logical fallacies, accurately interpret quantitative evidence, and distinguish the validity of evidence and its purpose. They should have the ability to determine the truth and validity of an argument. Finally, students should know when a graph or table is applicable to an argument.</p>
ADVANCED	<p>Students at the advanced level demonstrate consistency, completeness, and show a command of the English language in their response. They have a level of sophistication that is not seen in the proficient or basic levels. Advanced students create and synthesize the provided evidence, are comfortable with ambiguity, are able to structure their thoughts, understand causality, add new ideas, and introduce new concepts in order to create or seek new evidence. They think about conditions and nuances and express finer points and caveats by proposing a conditional conclusion.</p> <p>The students at this level display creativity and synthesis, while understanding the finer points in the documents. For example, advanced students will be able to synthesize the information across multiple documents and address the ambiguities in the data that are presented, such as outliers and knowing how sample size affects outcomes. Advanced students will also be able to identify and highlight gaps in logic and reasoning.</p>

APPENDIX C: CLA+ PERFORMANCE TASK RUBRIC

SCALE	DESCRIPTION	1	2
ANALYSIS AND PROBLEM SOLVING	Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library	<ul style="list-style-type: none"> ▪ May state or imply a decision/conclusion/position ▪ Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position 	<ul style="list-style-type: none"> ▪ States or implies a decision/conclusion/position ▪ Provides analysis that addresses a few ideas as support, some of which are inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position
WRITING EFFECTIVENESS	Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence)	<ul style="list-style-type: none"> ▪ Does not develop convincing arguments; writing may be disorganized and confusing ▪ Does not provide elaboration on facts or ideas 	<ul style="list-style-type: none"> ▪ Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points ▪ Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear
WRITING MECHANICS	Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage)	<ul style="list-style-type: none"> ▪ Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge ▪ Writes sentences that are repetitive or incomplete, and some are difficult to understand ▪ Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear 	<ul style="list-style-type: none"> ▪ Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors ▪ Consistently writes sentences with similar structure and length, and some may be difficult to understand ▪ Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear

CLA+ NATIONAL RESULTS, 2013-14

3	4	5	6
<ul style="list-style-type: none"> ▪ States or implies a decision/conclusion/position ▪ Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents ▪ May not account for contradictory information (if applicable) 	<ul style="list-style-type: none"> ▪ States an explicit decision/conclusion/position ▪ Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted ▪ May attempt to address contradictory information or alternative decisions/conclusions/positions (if applicable) 	<ul style="list-style-type: none"> ▪ States an explicit decision/conclusion/position ▪ Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents ▪ Refutes contradictory information or alternative decisions/conclusions/positions (if applicable) 	<ul style="list-style-type: none"> ▪ States an explicit decision/conclusion/position ▪ Provides comprehensive support, including nearly all the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents ▪ Thoroughly refutes contradictory evidence or alternative decisions/conclusions/positions (if applicable)
<ul style="list-style-type: none"> ▪ Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments ▪ Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear 	<ul style="list-style-type: none"> ▪ Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious ▪ Provides valid elaboration on facts or ideas several times and cites sources of information 	<ul style="list-style-type: none"> ▪ Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments ▪ Provides valid elaboration on facts or ideas related to each argument and cites sources of information 	<ul style="list-style-type: none"> ▪ Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments ▪ Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information
<ul style="list-style-type: none"> ▪ Demonstrates fair control of grammatical conventions with frequent minor errors ▪ Writes sentences that read naturally but tend to have similar structure and length ▪ Uses vocabulary that communicates ideas adequately but lacks variety 	<ul style="list-style-type: none"> ▪ Demonstrates good control of grammatical conventions with few errors ▪ Writes well-constructed sentences with some varied structure and length ▪ Uses vocabulary that clearly communicates ideas but lacks variety 	<ul style="list-style-type: none"> ▪ Demonstrates very good control of grammatical conventions ▪ Consistently writes well-constructed sentences with varied structure and length ▪ Uses varied and sometimes advanced vocabulary that effectively communicates ideas 	<ul style="list-style-type: none"> ▪ Demonstrates outstanding control of grammatical conventions ▪ Consistently writes well-constructed complex sentences with varied structure and length ▪ Displays adept use of vocabulary that is precise, advanced, and varied

UNM Honors College
Academic Program Review

Appendix L
Peer Advising Handbook



UNM Honors College
CULTIVATING EXCELLENCE

Peer Advisement Handbook

Honors Contact Info

MSC06 3890
1 University of New Mexico
Albuquerque, NM 87131-0001

Peer Advising Contact Info

Room 18
Ground Floor
Student Health Center Building

Phone: 505-277-4211

Email: honors@unm.edu

Phone: 505-277-7404

Email: unmhca@unm.edu

Revised 8/1/2013

Contents

Introduction	1
Basic Advisor Tips and Instructions	2
<u>Julia Anderson's Tips and Tricks for Peer Advisors</u>	2
<u>What Peer Advisors Do</u>	3
<u>Peer Advisor Duties Checklist</u>	5
<u>Characteristics of High-Achieving Students</u>	5
<u>Extra Things</u>	6
<u>List of Contacts</u>	6
<u>Frequently Asked Questions</u>	6
Types of Advisement	8
<u>Advising First-year Students</u>	8
<u>Advising Sophomores, Juniors, and Transfer/Current Students</u>	9
<u>Advising Seniors</u>	10
<u>Old Program Students</u>	10
<u>Non-degree Students</u>	11
<u>Non-Honors College Students</u>	11
<u>Late Admitted Students</u>	11
<u>Prospective Students</u>	11
<u>BA/MD Students</u>	11
<u>Students with Physical Disabilities</u>	11
<u>Students with Other Issues</u>	12
<u>Mass Advisement</u>	12
Honors College Information	13
<u>Overview</u>	13
<u>Mission and Goals</u>	13
<u>Benefits</u>	14
<u>Student Files</u>	14
<u>Honors Center Facilities</u>	14
<u>Honors Students Association</u>	15
<u>Affiliations</u>	15
Requirements and Grades	16
<u>Admission Requirements</u>	16
<u>Probation</u>	16
<u>Students Who Want To Leave</u>	17
<u>Degree Options</u>	17
<u>Grading System</u>	18
<u>Student Evaluations</u>	18
<u>International Distinction</u>	18
Curriculum	19
<u>Interdisciplinarity</u>	19
<u>Skills</u>	19
<u>Seminar Courses</u>	20
<u>Independent Study Courses</u>	20
Special Opportunities for Students	21
<u>Scholars' Wing</u>	21
<u>Conexiones</u>	21
<u>Scribendi</u>	21
<u>NCHC Honors Semesters</u>	22
<u>National Scholarships</u>	22
<u>Honorary Organizations</u>	22
<u>Study Abroad</u>	22

Introduction

Like many Honors programs around the country, UNM's Honors College uses experienced, highly motivated Honors students as peer advisors. Peer advisors assist students with their Honors College schedule, answer questions about degree requirements, explain special opportunities available to Honors students, and refer students to other campus resources. Freshmen are required to meet with a peer advisor during their first and second semester in Honors. After that, students meet with advisors once a year in the spring. We instituted the peer advising system because we believe that current and past Honors students often give the best advice to other Honors students. This handbook has been constructed in an effort to help Honors College peer advisors, faculty, staff and administrators maintain better and clearer communication with each other, but especially with the students whom we serve.

Please read this entire manual seriously and carefully. Along with the Honors College website, this handbook will be your primary source of advisement information for the Honors College. When designing this handbook, we have tried to make it as useful and clear as possible, while also making it user-friendly for peer advisors. To aid peer advisors, certain specific advising suggestions have been labeled as "Advising Tips" and placed in bold italic print throughout this document to make them easier to find. In addition, bookmarks have been set up in the Table of Contents that allow you to jump directly to the page by clicking on the link in the contents page in a digital file.

In addition to this handbook, peer advisors will benefit from being extremely familiar with the Honors College website (<http://honors.unm.edu>), where information about our programs is described in detail and updated regularly. In addition, it may also be useful for peer advisors to have the following resources handy when advising students:

- UNM Pathfinder Student Handbook (<http://pathfinder.unm.edu>)
- Most recent version of the UNM Catalog (<http://catalog.unm.edu/catalogs/2013-2014>).

Basic Advisor Tips and Instructions

Julia Anderson's Tips and Tricks for Peer Advisors

- The most important part of advising should be what the student has to say, not what the advisor has to say! Ask lots of questions and try to have advisement be a conversation, rather than a lecture.
- Remember when advising to be personable. Ask questions and ask the student to go over their plans. Try to get them to open up.
- When asking questions, try to keep them open-ended. Ask questions that will get you to specific answers (more than yes or no or good or bad), such as "how do you like the seminar style."
- When reassuring students about if an Honors class is easy or not, rephrase from saying they are easier than other classes. You can talk about how the teaching style is different or the classes are engaging and interesting, so you do not notice the extra workload.
- When talking about hard science courses and how they are different, bring up that the program is interdisciplinary, so whatever the class is about has to be approachable for people of all disciplines. It is hard science, but it is different than your general O Chem course.
- Honors classes are not just fun, they are valuable.
- Congratulate new students on getting accepted into the program.
- Before you tell students information they may have heard before, it is good to ask them what they already know about it.
- When asking a student's major, you can also ask if they have any plans for what they want to do with their degree to find out more about them. If people give you a generic answer like "med school", try to find out more specifically what their interests are.
- Students who are undecided or have changed majors sometimes really appreciate hearing that it is totally normal, especially for high achieving students, to have a lot of interests and a lot of strengths in different areas. We are peer advisors so it is important to not be patronizing, but sometimes people just need to hear that they have "permission" to make their own choices and follow their own dreams, especially if they are under a lot of pressure from family. According to Dr. Otero, one student changed their major 9 times, but still successfully graduated with Honors!
- Open-ended questions like "how is your class going?" get more response than questions like "do you like your class?" and specific questions are even better, such as "how are you liking the seminar format of the classes?"
- If you notice that a student pauses a long time before saying "uh-huh" or "ok" after you finish explaining something, they may be more comfortable if you speak slower. If a student nods a lot and cuts you off with an "uh-huh" immediately after you stop talking, try speaking faster.

- When a student doesn't make a lot of facial expressions and has a very flat tone of voice (the "glazed" look) it usually means they are overwhelmed with too much information. I don't have any great advice about this, but sometimes just asking whether this seems like a lot to remember can help you two laugh about it and relax. You can also give them a handout to take with them, walk them through where to find stuff on the website, invite them to walk in or email you with any other questions, and prioritize only the most important info for that meeting.
- When prospective new students come in with their parents, shake everyone's hand, learn all their names, and find out what the student has accomplished and what their plans are before you do anything else. In general you should address the student not the parents, but also try to include everyone (especially siblings and grandparents) so they all feel welcome and ask some questions of the entire family. If a student seems overwhelmed or scared, sometimes it really works to talk about your favorite beautiful places on/near campus, or how you met your group of friends at UNM.
- Talk to the entire Honors faculty, not just the Dean, your supervisor, and professors you have taken a class with. Ask for advice and opinions on lots of things, like what they want prospective students to know about Honors. I have found that the more I hear from Honors faculty about why they are proud of our program, the better I am at my job.

What Peer Advisors Do*

- ***You are an advisor, so advise.*** Don't just go through the motions. Students often can go through the requirements on their own. What they may need is a listening ear and some advice from someone who has "been there, done that." Show an interest in what they are doing. Ask how their Legacy course is going and suggest some events that are coming up. Ask about their thesis. Ask how they like the Honors College, or how you can help if they are struggling with anything. If someone wants to drop out of Honors, talk to them about it, find out why, and give encouragement as needed. Students won't come in for advisement if they are just going to go through the same old worksheet every time. They WILL come in if they know that peer advisors are a helpful resource and truly care about them.
- ***Go the extra mile.*** Your office should have the reputation of being the answer station. If you don't know an answer, do some detective work and find it. If you can't find it in this handbook or on the website, Honors faculty and staff will likely be able to answer questions. If it's a question about something outside of our office, make a few phone calls and find out for a student. Work to save them as much time and trouble as possible. We have rules, but exercise your own good judgment. Sometimes a small act of kindness or flexibility buys a lot of goodwill. If someone is confused and calls us by mistake, be courteous and get them the information they need. Just because they are not our normal audience doesn't mean that they shouldn't be treated well.
- ***Acknowledge students immediately when they come into the office.*** Immediately greet them and ask what you can help them with. Don't make them ask for your attention. If you are on a phone call, motion them into a chair so they know you will be with them as soon as you can. If you are filing or working on the computer, drop everything to help them. Students are always more important than paperwork!

*Modified with permission from BYU Peer Advisor Handbook.

- **Exhibit charity.** Our students are the reason our college exists, so treat them as such. Make sure that your words, the tone of your voice, and your body language communicate that you are there to help and nurture them. Be patient, and if needs be, long-suffering. If you find yourself getting abrupt or frustrated, pretend that President Frank has a hidden camera in the room and is watching how you treat our students. Remember, if students didn't have questions and problems you would be out of a job. Don't treat them as annoyances when they are the reason your position exists in the first place.
- **Presume goodwill.** Students have no idea that the questions they are asking is one you have heard a billion times before and the answer is right under their noses. Treat every question like it is the most important one in the world to you. Nothing is gained by belittling someone when they have come to you for help. You will only teach them not to come to you again. You know the saying about teaching a man to fish. Don't make fun of him for not knowing how!
- **Be respectful of our administrators, faculty, and other departments on campus.** Address deans, faculty, and other administrators properly and attend to any of their requests immediately and conscientiously. This includes office personnel, other offices on campus, and even telephone operators. The way you treat other departments reflects on our college, so be a good ambassador. It is not our place to lecture or tell people how to do their jobs. It is our place to be a resource that other departments know they can depend on.
- **Advise efficiently.** If you are meeting with a student and know it will take a long time and others are waiting, try to help everyone in the most efficient manner possible. Acknowledge the others that are waiting, and see if they have a question that can be handled quickly. If not, invite them to wait in the forum and let them know you will be with them as soon as possible. Don't make a student wait for a long advising appointment if they only need a handout or a question that can be answered quickly!
- **Be careful of what you say.** Your office is not a vacuum. Others passing by can overhear your conversations. Even if you don't have a student in your office, you never know who is listening — don't be condescending or negative. The student who hassled you may have just left your office, but what if he/she is still in the Center? What if someone with a similar question overhears you putting her/him down? Still, everyone needs to vent occasionally. So, feel free to come to Dr. Shepherd, or to another faculty member with whom you feel comfortable, to shut the door and talk!
- **Stay busy.** Take responsibility for the office and keep it organized. If something needs to be done, do it. Don't leave it for someone else. Don't use office time to play solitaire or do your homework. If you run out of things to do, check with others to see how you can help out. If there aren't any projects waiting to be done, be a self-starter. For example, look for events to advertise on the listserv for Legacy students, review our website to make sure things are current or brainstorm new ideas, visit with students about advising issues in the forum, check bulletin boards throughout the Center to keep them current. There is always something you can be working on!
- **Above all, be courteous, friendly, and helpful.** As an advisor in the Honors College Advisement Center, you aren't just yourself anymore. You ARE the Honors College. You represent our deans, our staff, our faculty, our students, and our program. You are often the first contact a student will have with our office and what will either encourage them to continue or discourage them enough to drop the program. Even when you're outside the office, students will still recognize you and see you as an honors advisor, so be careful of how you act on your personal time. It's a huge responsibility, please treat it as such.

Peer Advisor Duties Checklist

At the beginning of your shift, make sure to do all of the following tasks:

- Check calendar for Peer Advising appointments.
- Check your mailbox in the Honors Main Office for messages or projects.
- Check voicemail and answer messages.
- Check Peer Advisor email and answer messages.
Login: unmhca@gmail.com
Password: hon09ors
- Restock forms in Peer Advising Office.
- Clean bulletin boards/tables.
- Check the *Daily Lobo*, UNM News Minute, Monday Morning Addresses from UNM President, or any other community news sources for news about Honors students or Honors faculty. (Use the Student Database to cross-reference names.) Highlight the names and place the articles in Dr. Shepherd's box.
- Post on the Honors College Facebook site. Examples: Events (UNM Honors College or campus-wide), Study Tips, Advisement Tips, Deadlines, etc.
Login: uhpunm@gmail.com
Password: hon09ors
- Check for any filing that needs to be completed in the Filing Room and file them.
- If you complete all projects, filing, etc. check with Sophia, Lee, or Dr. Shepherd to see if there is anything you can help them with.

At the end of your shift:

- Clear off your workstation for the next person coming in. If you leave a project without completing it, please leave a detailed message with your work accomplished and any issues that may arise.

Weekly:

- Clean the Honors kitchen if you are scheduled to. (Schedule is located on the main calendar.)

Characteristics of High-Achieving Students*

While generalizations can't cover all types of students, Honors students typically exhibit the characteristics of high-achieving students listed below. Peer advisors should consider the implications of these characteristics carefully when advising Honors students. High-achieving first-year students generally may:

- Be resistant to request help, reluctant to admit need for help, and unaware of how to request help;
- Possess minimal study skills and are having to study for first time in academic career;
- Experience stress because of not being at "top" of class for the first time;
- Need lots of encouragement (to maintain top performance or to work at improving performance and/or increasing motivation);
- Have difficulty focusing on just one career/major since they are good at many different things (multiple areas of interest/too many goals);
- Equate grades with self-esteem;
- Miss out on or be prevented from participating in other educational opportunities (e.g., Honors programs, dual degrees, co-op opportunities) as major advisors/instructors may feel that the major curriculum is difficult enough;
- Need to be kept aware of specific requirements, deadlines, and other general information that could affect their grades and academic performance;

- Focus on studying or GPA too much and therefore may miss out on other college or life opportunities;
- Use poor time management skills because they stretch selves too thin with many interests and goals;
- Be reluctant to try new things for fear of failure;
- Be “doing” what they are good at, or what others want them to do, and not necessarily what they are truly interested in;
- Be unable or unwilling to work with others (i.e., arrogant);
- Have difficulty socializing with anyone outside of their “in-group;”
- Feel that everything must be a challenge;
- Enter college on the “fast-track” already possessing college credits, wanting to enroll in large course load, having unrealistic timelines, etc.;
- Possess little patience for formal procedures;
- Have difficulty discerning genuine problems from “panic” issues;
- Lack any peer support or perceived connections to peers;
- Lack ability to relate to others or empathize with others;
- Be overly demanding with a sense of entitlement;
- Have some perfectionistic tendencies that can lead to manipulative and controlling behaviors;
- Expect high parental involvement;
- Have known how to “play the game” in high school (e.g., manipulate others, ingratiate or endear themselves to teachers, etc.), which won’t necessarily work in college.

Extra Things

- Advisors, in the past, have also acted as a way for Professors to advertise classes. We can create flyers and other materials to distribute as well for this and other Honors College purposes.
- It is important to talk to faculty. Talk to Faculty as often as you can. Talk about the classes they teach and how they teach them. This will really help when talking to students and recommending what classes they take based off of this information.
- Having candy in the office is great. You can even do things like make brownies and say whoever comes in today gets a free brownie.

List of Contacts

- Honors Student Association: honorsunm@gmail.com
- Scribendi: advisor Amaris Ketcham, 277-4351, ketchama@unm.edu; Office, 277-7407, scribendi@unm.edu;
- Associate Dean: Dr. Ursula Shepherd, 277-4211, ursula@unm.edu;
- Regents’ Scholars Faculty Coordinator: Dr. Leslie Donovan, 277-4313, Ldonovan@unm.edu;
- Scholars’ Wing Faculty Advisor: Dr. Michael Thomas, 277-4315, mthomas@unm.edu;
- National Scholarships: Kiyoko Simmons, 277-0428, nisf@unm.edu

Frequently Asked Questions

I am a freshman and have a hold on my registration – how do I get it removed?

Honors advisors, faculty, and staff cannot remove registration holds for first-year students. Freshmen must go to the Advisement office on the ground floor of the Undergraduate Advisement Center or to their college’s undergraduate advisor to get registration holds removed. Since peer advisors have no authority to remove holds on students’ records, peer advisors should advise students to go to their respective college or major advisors for such matters.

How do I get Priority Registration if I missed the deadline for advisement?

If a student does not come in for advisemnt by the deadline, that student does not receive Priority Registration. In such cases, students must wait until their normally scheduled registration date to sign up for classes (including Honors classes). Also, if they miss the Override deadline, they must wait for two weeks after Priority Registration to sign up for their Honors course.

How do I register for my Honors class?

Honors courses are reserved for Honors College students. Therefore, although the call numbers are published in the regular UNM Schedule of Classes, course registration is restricted. In order to register for an Honors seminar, each student must first submit an online override request form to the Honors office. The Honors College office staff will NOT automatically override students without a request form from the student. This override will allow students to register for any Honors seminar at a given level. For example, if they have already taken a 100-level course, they may request an override for a 200-level course. Then, they may register through LoboWeb for any 200-level Honors seminar.

When will the Honors course descriptions be online?

The Honors course descriptions that explain the basic content of each seminar, its requirements, a reading list, and a short biography of the instructor, are available to students on the Honors website (honors.unm.edu) approximately one week before Preview Night each semester.

Can I yellow card into a closed Honors class?

Honors faculty cannot sign “yellow cards” for students. Students must see Dr. Shepherd for permission to enter a closed class.

I'm in an honors society (Phi Kappa Phi, Golden Key, etc.), do I order my cord/tassel through the Honors College?

No. You must order cords, tassels, and medallions directly from your honors society advisor.

I have to take a test – where is the Testing Center?

While the Testing Center used to be housed in our building, it is now located in Woodward Hall Room 140-C.

Types of Advisement

Advising First-year Students

Advisement is important for all students new to Honors, but particularly for first-year students (freshmen). The majority of first-year students enter the Honors College in the fall semester, immediately following their graduation from high school the previous spring. These students are not only new to Honors, but also frequently have difficulty making the transition to college-level work and being independent from their families for the first time in their lives. Like all college students, they often need help learning better time management skills and understanding their role as adults who make educational choices for themselves that have significant consequences for their future. The Honors College prides itself on giving students extra support in these and other areas to help them make the most of their first-year experience.

The Legacy courses taken by all students when they first enter the Honors College are especially designed for first-year students and serve as introductions to the kind of work expected of Honors students. By offering rigorous, but engaging content themes and focusing on the skills necessary to be a successful college student, Legacy courses seek to model appropriate Honors student attitudes and behavior.

Advising Tip: Students who have poor Legacy experiences, either because they are unprepared for the demands of Honors work or because they do not respond to their instructor's teaching style, are less likely to continue in Honors. While it is unrealistic to believe that all students who enroll in Legacy courses are suitable for our programs, it is unfortunate to lose students just because of a negative experience in their first Honors College course. Good advisement can make the difference between such students staying in our college or not.

In addition, students admitted to the Honors College in the fall semester are expected to attend the Honors New Student Orientation the week before school starts in August. At this Orientation, new students are introduced to our college and its requirements as well as our faculty and staff. Ice-breaker activities at this orientation also introduce the idea that it is important for students to get to know their peers as early as possible in order to be successful in Honors. Advisors need to strongly encourage students who are unable to attend Orientation or who join Honors later in the school year to see them as early as possible in order to have the information, if not the experience, provided by the orientation.

Freshman Checklist

While it would be beneficial for freshmen to know about every aspect of our Honors College too much information can sometimes overwhelm them. Use the following lists as a guide to help you cover the most important concepts:

Freshmen, 1st Semester

- The first thing you want to do is to congratulate them on getting into the program. It is a big deal for them and acknowledging their accomplishment is a great first step.
- Ask about what they did in high school and their future plans now.
- If it is partway through the semester, ask them how their Legacy is going. We lose a lot of students after the first semester, and one reason is that they may have not liked their Legacy course or the teacher. Talk to them about what they liked and didn't like and also try to recommend further classes for the spring to look into based on their interests and considering their past Legacy experience.

Freshmen, 2nd Semester

- If you haven't had a chance, ask them about their first class and how they liked it.
- You can go over more specifics of the College and the different options. It is at this point that you can start talking about planning future courses and about experiential credit and the like.

The following topics should be discussed with all Freshmen:

- General Features, including interdisciplinarity and skill set;
- Overview of three degree options;
- Student benefits (library privileges, priority registration, small classes, special grading);
- Student file (access to student evaluations, adding information to files);
- Honors Center facilities;
- Special grading system (A, CR, NC);
- Honors probation;
- Scholar's Wing housing option;
- Experiential courses;
- Selected special opportunities appropriate to the student.

Advising Sophomores, Juniors, and Transfer/Current Students

Peer Advisors should again discuss with sophomores and juniors in the Honors College the general features of our programs and the degree options, but this time in more detail, so that they can make informed decisions about their Honors experience.

In addition, students who enter the Honors College after having already taken coursework at UNM or at another college or university require initial advisement similar to that of freshmen (see above), but with a few differences. Sometimes students who transfer from two-year community colleges, such as UNM Gallup branch or Central New Mexico Community College have taken Honors courses that can transfer to the Honors College. In these cases, a record of the Honors courses taken should be placed in the student's file and brought to Dr. Shepherd's attention, so that she can officially approve courses to be counted toward Honors College requirements. Other students may wish to petition for coursework taken at another four-year university to count toward Honors College requirements. For such cases as well, advisors should ask students to complete a request form for transfer credit for previous Honors courses or other classes that should be given to Dr. Shepherd, so that she can make an official determination about the request.

Sophomores, Juniors, and Transfer/Current Students Checklist

Depending on how well students remember their initial Honors advisement or how much college experience transfer or current students new to the Honors College have, these students can often benefit from a bit more in-depth information about Honors than freshmen.

- General features, including interdisciplinarity, skills, small classes;
- Overview of three degree options;
- Student benefits (library privileges, priority registration, special grading);
- Student file (access to student evaluations, adding information to files);
- Honors Center facilities;
- Special grading system (A, CR, NC);
- Honors probation;
- International Distinction within Honors;
- Independent Study Courses;

- Experiential courses, appropriate to the student;
- Selected special opportunities appropriate to the student.

Advising Seniors

As early as possible prior to their senior year, students in the Honors College should have peer advising to discuss in detail the process of graduating with one of the three Honors degree options, so that they can make informed decisions about their Honors experience. More information about the graduation process may be found on our website at http://honors.unm.edu/graduation_requirements.php.

When students become seniors, they are responsible for notifying the Honors office of their intention to graduate at the beginning of the last semester of their senior year. This should be done by September 1 or February 1, depending upon which semester the student is graduating. At that time, seniors review their files, prepare a senior packet of materials related to their Honors experience, complete various information forms, and arrange an exit interview. An Honors Recognition Ceremony is held at the end of the fall and spring semesters for all graduating seniors, their families, and friends.

As part of the Honors College graduation process, a committee meets at the end of each semester to review the records of each graduating Honors College major and determine the Honors level these students will be awarded at graduation. Levels of honors are awarded to Honors majors only on the basis of GPA, success in Honors College seminars, instructor evaluations, evidence of students challenging themselves in Honors work, breadth of all academic course work, outside activities, and contributions to the Honors College, the university, and the wider community. Levels of honors for Honors College majors are *cum laude* (3.2-3.49 GPA), *magna cum laude* (3.5-3.89 GPA), and *summa cum laude* (3.9 GPA and above). Levels of honors appear on students' diplomas and transcripts.

Seniors Checklist

While seniors may need peer advisors to review some features of our Honors program, in general they need guidance on issues specific to graduation and their future goals. We will be offering graduation check-ins for Seniors graduating that semester or in two semesters. During this check-in, we will go over their progress in the college and make sure they are on track. Remember to ask them what they are planning to graduate with (program, minor, designation, major). Take note of it and let the office staff know so they can keep record of them. This check-in is not mandatory. Seniors can manage when they want to do it as well. We will just email people who look like they are close to graduating about advising (generally students with more than 100 credit hours).

You also may want to discuss the following topics with graduating seniors:

- Overview of three degree options;
- Student file (access to student evaluations, adding information to files);
- Graduation process;
- International Distinction within Honors;
- Independent Study Courses
- Experiential courses, appropriate to the student;
- Selected special opportunities appropriate to the student.

Old Program Students

Talk about Senior Options every time you see them because they forget or do not always know that this is something you cannot do the semester you are graduating and must be planned.

Non-degree Students

With permission from the Associate Dean, non-degree students may enroll for a maximum of 3 credit hours in Honors courses and are expected to fully participate and complete all seminar requirements.

Non-Honors College Students

As space in the course permits, non-Honors College students with a cum GPA of 3.2 may enroll in one Honors seminar usually two weeks before the semester begins. To do so, they must come to the Honors office to request a registration override.

Late Admitted Students

Occasionally, under special circumstances, students are admitted to the Honors College late in their college career. Such students will often be completing the college on a fast-track in fewer semesters than most Honors students. Peer advisors will need to be creative and flexible in helping these students achieve their goals and take full advantage of what the Honors College has to offer them. Dr. Shepherd will be responsible for making decisions about what accommodations these students will be allowed to complete one of the degree programs. Advisors should make sure that records are kept in these students' files about what has been decided and that these records are clear and up-to-date.

Prospective Students

- Completing a Major in Honors can actually be a great opportunity. You can either take courses that compliment your other field, ones that are more in depth and allow you to further study your subject as well as complete an interdisciplinary thesis with this, or you can take classes that broaden your education. Honors students have many interests and can pursue multiple fields. Taking risks in taking new subjects with Honors is a great way to broaden your horizon without hurting your GPA. (Talking about the Major is a great sale to parents)
- We are not here to say this kind of learning is for everyone. It is a resource for high achieving students.
- For Hover Parents (parents who are on the fence about Honors), talking about yourself and what you have done while in Honors and in addition to Honors helps reassure them that it is doable.
- Remember to talk about our Core Requirements.
- Our Interdisciplinary Thesis for the Major is a great way to combine fields like Chemistry and Fine Arts, which has been done before. (Again, bringing up the Major is a great way to convince Hover Parents.)

BA/MD Students

Before, in the Honors Program, we used to substitute 9 credit hours of seminary BA/MD work for Honors credit. We would also accept 6 credit hours to replace the Senior Option for their practicum. For the Minor, we are still accepting 9 credit hours for their coursework and 6 credit hours of their practicum will transfer as experiential credit.

Students with Physical Disabilities

Honors students with physical disabilities may need special accommodations to allow them to succeed in our courses. Within reason, Honors peer advisors can assist such students in working with program administrators and faculty to accommodate them. Such students should be referred as soon as possible to UNM's Accessibility Resource Center (ARC). ARC provides a wide range of academic support services for qualified students with disabilities. The ARC office is located in Mesa Vista Hall, Room 2021, and the phone number is 277-3506. More information on ARC services may be found on their website at <http://as2.unm.edu/>.

Students with Other Issues

Sometimes students with other issues may seek assistance from peer advisors. In such cases, it is important that peer advisors avoid trying to serve as counselors or other health professionals, since they are not trained in such matters. Being supportive and courteous of students facing serious issues is useful, but providing them with reliable resources is even more important. Below is a list of reliable resources, with contact information, that may benefit such students.

- Agora – Offers students assistance from trained peer counselors, who provide compassionate, non-judgmental listening through a 24-hour help-line and walk-in clinic. Contact info: 1716 Las Lomas NE, 277-3013, <http://www.unm.edu/~agora/>.
- Rape Crisis Center of Central New Mexico – Provides 24-hour help for anyone affected by sexual assault. Contact info: 1025 Hermosa SE, 266-7711, <http://rapecrisiscnm.org/>.
- Counseling and Therapy Services (CATS) – Provides UNM students with psychological and psychiatric support services to help them function successfully in their academic lives. When students are faced with excessive stress or difficult personal problems, professional support may be helpful, or necessary. The most important services are emergency care for life-threatening situations, and same-day interventions for significant life crises. These services are provided on a walk-in basis and do not require prescheduled appointments. Contact info: UNM Student Health Center, 1st floor, 277-4537, <http://shac.unm.edu/counseling.html>.
- Student Health Center – Offers a wide range of health services, diagnostic tests, and medical treatments available to all currently-enrolled UNM students. Fees charged at the SHC are much lower than community rates. The SHC also accepts most insurance plans. Contact info: UNM Student Health Center, 1st floor, 277-3136, <http://shac.unm.edu/>.
- Women’s Resource Center – Provides advocacy programs, crisis intervention, peer support groups, referral services, and personal improvement workshops to students and other members of the UNM and Albuquerque community. Contact info: Mesa Vista Hall 1160, 277-3716, <http://women.unm.edu/>.

Mass Advisement

This can take many forms depending on what point of the semester it is. If it is early enough, we can hold "Mass Advisement Sessions" throughout the semester periodically. These would be days where more than one Peer Advisor is in and students can come in and talk to them. A movie or some other form of entertainment will be showing in the Forum for those who are waiting. When it gets close to deadline, advisement will become a bit more hectic and those that procrastinated will try to come in en masse. Try to keep up the movie mass advisement for as long as possible, but if there are too many and it is too close to the deadline, we will start taking in multiple people for advisement. Of course this isn't as personal and we can't talk to students as much as we would like, but we are able to go over the basics and make sure everyone is advised before the deadline. When visiting classes at the beginning of the semester to go over deadlines and advisement, we will hand out a sheet with the mass advisement dates and other important information.

Honors College Information

Overview

The Honors College offers high-achieving, enthusiastic, motivated students many of the personal and intellectual advantages of a small liberal arts College within the diversity of a large research university. The emphasis in our small (17 students maximum) interdisciplinary seminars is on intensive reading, writing, and discussion in which reasoned self-expression and critical thinking are valued and rewarded. Undergraduates from all UNM colleges and schools study and learn in the Honors College courses characterized by oral presentations, research papers, creative projects, and lively and meaningful seminar discussions. Other essential components of the college include individual advisement, extensive interaction with faculty selected for their commitment to students, scholarship, and teaching, and opportunities for independent research and field-based learning.

The Honors College has grown from one of the largest, oldest, and most respected Honors programs in the country. Its directors, faculty, and students have consistently been influential in helping the National Collegiate Honors Council determine the direction of Honors education in the U.S. Further, the achievements of UNM Honors students have been frequently recognized through prestigious national scholarships and fellowships. Informal surveys by the Honors faculty in recent years have shown that typically about 85% of Honors College graduates are admitted to their several of their top five graduate school choices, in comparison to only about 50% of their non-Honors College peers.

Advising Tip: Because admission officials at many graduate schools and professional schools, such as law and medicine, are aware of the Honors College's accomplishments, students who complete one of the Honors degree options gain not only outstanding academic training, but the added advantage of graduating from a college with an impressive national reputation.

Enrollment in the Honors College is open by application only to all undergraduates interested in a challenging intellectual program. Students are primarily selected on the basis of their academic potential (ACT or SAT scores), record in high school, or College -level work and intellectual motivation.

Information on the history of the Honors College is at <http://honors.unm.edu/history.php>.

Mission and Goals

The mission of the Honors College at the University of New Mexico is to provide high-achieving, enthusiastic, motivated students many of the personal and intellectual advantages of a small liberal arts college within the diversity of a large research university. The emphasis in our courses is on intensive reading, writing, and discussion in which reasoned self-expression and critical thinking are valued and rewarded.

To achieve its mission, the Honors College promotes the following goals for its students to:

- Create lifelong learners;
- Develop persons able to integrate knowledge from different sources;
- Create students who can adapt to new environments;
- Develop active participants in a democratic society;
- Advance skills in formal writing, oral presentations, collaborative exchanges, and intellectual dialogue;
- Expand the ability to understand and work with complex topics and situations;
- Develop intellectual agility and honesty.

Benefits

Aside from the excellent academic training gained in our small, interdisciplinary seminars and from our outstanding faculty, students benefit from work in the Honors College in the following ways:

- Study with diverse students from all UNM schools and Colleges;
- A unique grading system that encourages academic risk-taking;
- Opportunities for upper-division independent research;
- Personal academic advisement;
- Priority Registration
- Special library privileges — students check out books for a whole semester, like graduate students;
- Experiential and field-based seminars;
- Scholarship and fellowship information and assistance;
- Opportunity to participate in regional and national honors conferences;
- Some Honors courses meet core curriculum requirements and elective requirements;
- No traditional exams;
- Day and evening classes;
- No Friday classes.

Student Files

All Honors students have personal files kept in the Honors office that contain their initial application, written seminar evaluations by faculty members, and other information pertinent to the Honors education. Students are expected to help maintain their records by adding items to their files (i.e., certificates of achievement, award letters, published works, etc.). The Graduation Committee reviews each file when considering what level of honors to award at graduation. Students are encouraged to view their own files at least once every year to make sure they are up-to-date and to sign the evaluation forms. To see their files, students must request them in the Honors office and leave their UNM ID with the office until the file is returned. Then, students may read their own file in the Honors Center. However, files may not be taken out of the Honors Center and IDs will not be returned to students, until their files have been returned to the office.

Advising Tip: Additional items that students put in files serve as important indicators of the various types of achievements and experiences Honors students enjoy in their College careers and may be used to help office staff and faculty identify students deserving special honors or opportunities.

Honors Center Facilities

Honors students and faculty can take advantage of a wide range of the Honors College facilities, including:

- Forum – The large central space in the Honors Center, which provides a place for students to study, meet with classmates, and relax between classes. It may also be reserved by Honors faculty and students for meetings, lectures, and events on a first-come first-served basis;
- Library/Computer Pod – Room 25, near the west entrance to the Honors Center, houses a variety of books that may be checked out by students from the Honors office. It also offers computers with standard UNM software and Internet access for student use. Paper for printing documents from these computers must be provided by students or purchased from the Honors office for 10¢ per sheet;
- Classrooms – Unless scheduled for classes or previously reserved, the Honors classrooms may be used by Honors faculty and students for special meetings or study time;
- Conference Room – Room 3 may be reserved by Honors faculty and students for special meetings on a first-come first-served basis;
- Photocopy Services – Students may purchase photocopies from the Honors office for 10 cents per page.

Honors Students Association (HSA) (<http://honors.unm.edu/studentassociation.php>)

The Honors Student Association (HSA), previously known as Honors Student Advisory Board (HSAC), has acted for many years as the student voice of the Honors College. HSA serves as a liaison between students, faculty and administration and aim to promote the standards of service, leadership and community among college students. HSA members understand the importance of the honors college and how this program makes up competitive nationally with school all over the country. Every year, HSA sponsors many events open to every UNM student with the purpose of expanding and recruiting prospect students into this program, as well as aiming to strength the academic life and honors community on campus. HSA may be reached at honorsunm@gmail.com.

Affiliations

Western Regional Honors Council (WRHC)

The Western Regional Honors Council is a professional organization of faculty, administrators, and students dedicated to the promotion and advancement of undergraduate honors education. Each spring, WRHC hosts a regional conference at which members from its eleven-state region learn about subjects of interest to Honors students, faculty, and administrators. Honors College students and faculty frequently have the opportunity to present their work at this conference. For deadlines and information about the conference, contact Dr. Ursula Shepherd in the Honors office. Additional information about WRHC may be found at <http://www.wrhc.nau.edu/>.

National Collegiate Honors Council (NCHC)

The National Collegiate Honors Council is a professional organization composed of faculty, administrators, and students dedicated to the encouragement of undergraduate honors learning. The nationwide membership of NCHC includes both public and private colleges and universities. At its annual fall conference, members come together to share insights and ideas about Honors education at U.S. colleges and universities. The Honors College faculty and students have regularly attended this conference and our former Director, Dr. Rosalie Otero, served as NCHC's President in 2002. The Honors College founder, Dudley Wynn, also served as NCHC President in 1969. For deadlines and information about participating in the conference, contact Dr. Ursula Shepherd in the Honors office. Additional information on NCHC may be found at <http://nchchonors.org/>.

Requirements and Grades

Admission Requirements

The Honors College is an undergraduate program. Only students pursuing an undergraduate degree are eligible to enroll in Honors College seminars. Admission to the Honors College is by application only. While we strongly encourage students to apply when they are freshmen, applications are accepted from any undergraduate student who has at least four semesters before graduation. Students from all majors and colleges are welcome and encouraged to apply as long as they meet the following qualifications:

Incoming first-year qualifications

First-year students must have the following:

- Unofficial high school transcript with cumulative GPA of 3.5 or higher;
- And either an ACT cumulative test score of 29 or higher or an SAT score of 1860 or higher.

Transfer or current UNM student qualifications

Current or transfer students must meet both of the following:

- Unofficial College /university transcript with cumulative GPA of 3.2 or higher;
- And have completed English 101 or its equivalent.

Students who do not meet qualifications

Students who do not meet the minimum qualifications, but wish to be considered for application to the Honors College are advised either to:

- Write a one-page personal essay to supplement their application in which they explain why they wish to be considered for Honors without the normal qualifications; or
- Wait until they have had enough experience at UNM to meet the eligibility requirements for current UNM students.

Applications and additional information

The Honors College Admission Application form and additional information about admission requirements may be found on our website at <http://honors.unm.edu/admission.php>.

Probation

Students must maintain a cumulative GPA of 3.2 on UNM's 4.0 scale to remain in the Honors College. Students who do not maintain a 3.2 will be asked to confer with a peer advisor for academic counseling and will have a one-semester grace period called Honors Probation. During this semester, students may continue to enroll in one Honors seminar and enjoy the Honors College privileges while working to raise their GPA. They must also be advised for every semester they are on Probation as opposed to once a year. Honors Probation can be extended, if the circumstances are warranted, at the discretion of the Honors College Associate Dean. If students do not raise their GPA after the probationary period, they will be dropped from the Honors College. Students are encouraged to reapply when their cumulative GPA returns to 3.2.

When talking to students, it is important to know that we are here to help, not to lecture. Ask them about their past semester and their work, and don't be judgmental. Let them know we are there for them to help if they need it.

Students Who Want To Leave

Don't try to change their mind. Let them know that they can leave; give "permission" to leave by letting them know that it is alright, but also acknowledge other options to continue in Honors. This is actually really effective in getting them to stay. Make sure they know that if there is anything we can help out with, we will and that it isn't a case of misinformation.

Degree Options

Students who entered the University Honors Program (UHP) prior to the fall semester 2013 have the option of completing the UHP requirements and graduating with a UHP designation on their transcript. All students entering the Honors College in the fall semester 2013 or after will choose to complete one of the three pathways for either the Honors College Designation, Minor, or Major. Students who enrolled prior to the fall semester 2013 may also choose to pursue one of the offerings of the Honors College, the Designation, Minor, Major.

UHP Program: Students enrolled prior to the fall semester 2013 who wish to complete the UHP program must choose one of four senior options to complete the requirements. These options require students to successfully complete one of the following: two semesters of work researching, writing, and completing an interdisciplinary Honors thesis, supervised by an Honors faculty member; 3-6 credit hours in another department completing a departmental Honors thesis, supervised by a faculty member in another department; two semesters of preparing for and co-teaching an Honors seminar with an Honors faculty member; or 6 credit hours in the combined Senior Colloquium and Service Learning courses taken together in a single semester. Students who wish to pursue the Honors designation in the Program, students can complete a thesis or departmental thesis for a Senior Option, but in the College, only a student in the Major can do a thesis and it must be with our department. Little things like that that aren't exactly on our website might help, even if the Program won't be in place for very long.

Designation: The Honors College Designation is awarded to high-achieving students who do not earn a major or minor in the Honors College, but who complete a program of 15 credit hours of Honors coursework.

Minor: The Interdisciplinary Minor Study in the Honors College is awarded to high-achieving students who are not Honors College majors, but who wish to broaden their Honors experience while obtaining a bachelor's degree in their chosen discipline. Honors minors must complete 24 credit hours in interdisciplinary courses offered in the Honors College and disciplinary Honors courses offered in other disciplines. Within these 24 credit hours, they must also complete 6 credit hours of Experiential courses in the Honors College. The Honors College minor is accepted by the College of Arts and Sciences.

Major: The Honors Interdisciplinary Liberal Arts major is awarded to high achieving students in the Honors College. The BA in Honors Interdisciplinary Liberal Arts provides students with a foundation in social and behavioral studies, physical and natural sciences, humanities, communications, mathematics, and fine arts and allow students to focus on a specific area of interdisciplinary study. Students majoring in the Honors College must complete 36 credit hours in interdisciplinary courses offered in the Honors College and disciplinary Honors courses offered in other disciplines. Within these 36 credit hours, they must also complete 6 credit hours of Experiential courses in the Honors College, 6-9 credit hours of an interdisciplinary honors thesis/project, and 9-12 credit hour integrative honors block to be taken concurrently in one semester.

Whichever option students choose, upon graduation, their transcript will record their Honors degree. Detailed information on the requirements for the Honors Program, Designation, Minor, and Major may be found on our website at <http://honors.unm.edu>.

Grading System

The Honors College uses a unique grading system, used nowhere else at UNM. In Honors courses, students receive grades of A, CR, and NC. An A signifies outstanding work and will compute into the student's academic GPA. A CR indicates ordinary, satisfactory work and is not computed into the GPA, but is counted toward graduation. NC indicates poor, unacceptable work for Honors level students and is not computed into the GPA or counted toward graduation. Taking Honors seminars under this grading system does not cancel the right of students to elect one UNM course per semester on a Credit/No Credit basis.

With this grading system, students can feel free to take rigorous seminars or to explore subject areas outside their usual fields of study that pique their interest, but which they would normally be reluctant to pursue for fear of jeopardizing their GPA on an elective course. It further encourages students to broaden their general education by challenging themselves and taking academic risks. The system is designed to offer intellectual challenge, and students are expected to achieve at their highest levels. At the same time, Honors students have met compared with the student body as whole, unusually high criteria for participating in the program. Thus, imposing a normal grade distribution curve makes little sense. The Honors College grading system allows competition for high grades to be minimized, so that students may be more willing to seek educational opportunities outside their normal comfort zone.

Student Evaluations

An important aspect of the Honors College grading system is an individual written evaluation by all Honors faculty of each student enrolled in their seminars. These evaluations are kept in the student's confidential, personal file and are not distributed among faculty or other students. Students are encouraged to review their evaluations at the beginning of each new semester and to write a response to an evaluation if they disagree. These evaluations of their work are important to students for the following reasons:

- Frequently, the evaluations record positive feedback of students' work, which serves to boost their self-confidence and strengthen their commitment to continue the rigor of Honors course work;
- Evaluations also often offer constructive criticism which students can use to improve their academic performance. This makes it especially important that students read their evaluations regularly, so that they can benefit from such criticism in future courses. Students who read their Honors evaluations only at the end of their undergraduate career are unable to learn from their teachers' comments in order to get the most advantage from their Honors education;
- Evaluations form a central part of a student's the Honors College file and are used by the Graduation Committee to help determine the level of honors seniors earn at graduation.

International Distinction

In an effort to promote global awareness through international academic programs, the UNM Honors College grants their students recognition for international education. This international distinction will appear on the student's Honors graduation certificate as "With Distinction in International Studies," and the student will receive a special cord. In order to qualify for this distinction students must complete a minimum of 18 credit hours with a grade of B or better; or, in the case of Honors courses, A or CR:

- Complete an international academic experience: Intersession, Summer or Semester College and earn a minimum of 6 credit hours;
- Complete one of the following requirements:
 - A minimum of twelve credit hours in a foreign language or provide verification of language proficiency provided by an appropriate UNM department; and/or
 - A minimum of twelve credit hours on international topics.

Curriculum

Interdisciplinarity

The Honors College courses are typically interdisciplinary by nature, meaning that they include work or approach materials from at least two academic disciplines such as history and literature or biology and chemistry. However, most Honors courses draw on an even wider range of disciplines, while presenting material within the professor's own area of competency. Our focus on interdisciplinary subjects, rather than the type of disciplinary Honors courses offered in many high schools and other universities (i.e., Biology Honors, AP English, etc.), seeks to give students a broad and integrated perspective on human knowledge that complements their specialized training in their major and minor fields. The Honors College's philosophy is that exposure to interdisciplinary courses and approaches provides students with an enhanced ability to make connections between disciplines in ways that will make them more successful as professionals in their chosen fields as well as more effective citizens of our increasingly interconnected global community.

Skills

In addition to the intellectual training acquired through the interdisciplinary content of Honors seminars, Honors courses also emphasize a set of practical skills important to undergraduate education. Mastery of these skills is particularly crucial for students who intend to pursue graduate degrees, professional degrees such as law or medicine, or careers as teachers. In addition, these same skills, though called by other labels, are now being expected of entry level employees hired by most Fortune 500 companies. While every Honors course may not offer training in each of the skills we promote, by the time students have completed their coursework in Honors, they will have had ample opportunity to develop these skills in ways that give them a substantial advantage in whatever work they pursue after their bachelor's degrees. The six skills the Honors College stresses in its curriculum are:

- *Critical Thinking* – being able to evaluate different types of materials in a thoughtful and informed manner that is based on reasoned judgment, rather than opinion or hearsay;
- *Formal Writing* – being able to present important information and concepts effectively through formal written assignments such as analytical essays and research projects;
- *Oral Presentation* – being able to speak successfully in formal settings about relevant topics before an audience of peers;
- *Seminar Participation* – being able to express individual views clearly and respectfully to peers in class discussions, without extensive prior preparation and planning;
- *Collaborative Activity* – being able to work responsibly and effectively with others in groups or teams on projects or assignments;
- *Creative Expression* – being able to render personal or academic concepts and ideas through creative forms such as fine art, music, poetry, drama, fiction, dance, etc.

Seminar Courses

The Honors College offers seminar courses at all four undergraduate levels— 100, 200, 300, and 400. As with any other academic department, students at each level are expected to explore topics in greater depth than at the previous level seminars. In addition, each level advances in the development and understanding of the six skills promoted by Honors. Students must take each level in sequence, i.e. they must take a 100-level seminar, before a 200-level and a 200-level before a 300-level.

100-level seminars

Core Legacy seminars on a variety of interdisciplinary themes offer introductions to significant ideas in Western culture that continue to affect contemporary U.S. culture. Past Legacy courses include: "Legacy of Exploration: The Columban Dream," "Monsters and Marvels through the Ages," and "Justice in Western Culture." Legacy courses count for core curriculum requirements in the Humanities area. These 100-level seminars are restricted to new students in the Honors College. Honors students who have already taken a course at this level are generally not allowed to register for a second Legacy course.

200-level seminars

Our sophomore level seminars typically focus on cross-cultural examinations of other legacies and world views, including subjects such as women, Africa, the Far East, the Americas, Medieval Europe, and the origins of mathematics and science. Past 200-level courses include: "Ancient Mathematics," "The Eastern Legacy," and "Biomedical Ethics."

In addition, we offers 200-level core curriculum courses in six areas; Humanities, Writing and Speaking, Fine Arts, Social Sciences, Physical Sciences, and Mathematics. These courses fulfill the standard requirements of UNM core curriculum courses, but are taught from interdisciplinary perspectives and as small seminars.

300-level seminars

Honors College seminars at this level explore specific topics designed to broaden understanding and the interconnectedness of academic disciplines. Examples of past 300-level courses include: "Filmed Shakespeare," "The Practical Classics in a Troubled World," and "Natural History of the Southwest."

400-level seminars

Senior seminars examine topics in a more in-depth way than that of lower-level seminars. In 400-level seminars, students have greater roles and responsibilities. The end result of these seminars is typically a publishable paper or a collaborative miniconference. Examples of past 400-level courses include: "The Idea of the Holy," "Tolkien for Advanced Readers," and "Public Spaces and Monuments."

Independent Study Courses

Students may develop 200-, 300-, or 400-level independent study courses for 1-3 credit hours with an interested the Honors faculty member. A form found on the Honors website must be submitted and approved by the Honors office before a student may register for it. When registering for independent study courses, students must register not only for the course level, but also for the number of credit hours they wish. For example, a student may register for 1 credit hour at the 300 level or 3 credit hours at the 200 level.

Special Opportunities for Students

Scholars' Wing

The Scholars Wing, located in the Hokona Residence Hall, is a dynamic community of students with shared interests and values. The Honors College is proud to be participating in this innovative residence hall program that nurtures the academic values of high-achieving students. Regents' Scholars, Presidential Scholars, and Honors College students can apply to participate in the program through the Housing Reservations Office at 277-2606. They are selected on the basis of academic performance.

Dr. Michael Thomas, Honors College Continuing Faculty, serves as faculty advisor for Scholars Wing and has an office in the wing. He coordinates various academic enrichment activities for the community. The wing has a computer/study room with several computers. A "Coffee and Conversation" program allows students to have informal contact with various speakers and resource people, while a weekly newsletter, *Noticias*, provides information on activities, lectures, and scholarships of interest to Scholars Wing students.

Conexiones

The Honors College has coordinated UNM's Conexiones program since 1986. This program is an annual 4-5 week intensive field session of culture and language study in Mexico, Spain, Nicaragua, or other Latino countries. Conexiones offers up to ten hours of academic credit. Intellectual, linguistic and personal growth are integrated and viewed as a unified process within this academic experience. Experiential work in the field setting complements the intensive academic session on the home campus. The department of Spanish and Portuguese provides faculty and/or graduate students to teach Spanish language courses for this program. More information about this program may be found on the Honors website.

Scribendi

Scribendi is a high quality publication of art and literature, sponsored by the Western Regional Honors Council and the Honors College. Since 1985, *Scribendi* has provided undergraduate students the opportunity to showcase their creativity and to explore the publishing world. Produced completely by Honors students, who serve as editors and staff members, the magazine accepts works of poetry, nonfiction, short fiction, foreign language, visual art, photography, and open media by undergraduate honors students in more than 200 western U.S. Colleges and universities.

Functioning largely as an educational internship in small press production, the *Scribendi* process is supported by two courses, "The Process of Publication" (fall) and "The Making of a Magazine" (spring), that provide hands-on experience in proofreading, copyediting, typography, magazine design and layout (using desktop publishing software), fund-raising, marketing and distribution, as well as small press management. By the end of the year, the student staff members gain practical, marketable skills in the art and process of producing such a publication. The *Scribendi* experience differs from the usual academic class in that it is focused primarily on active learning accomplished by intensive discussion, lots of practice, and an emphasis on professional behavior.

Scribendi staff members maintain office hours in Room 11C of the Honors Center or they may be reached at 277-7407 or via e-mail at scribendi@unm.edu. The *Scribendi* website is located at <http://scribendi.unm.edu/>.

NCHC Honors Semesters

The National Collegiate Honors Council (NCHC) regularly sponsors an educational semester exchange program that features experiential learning through a combination of interrelated courses integrated by their focus on the setting of each specific project. Honors Semesters allow Honors students from throughout the United States to gather for learning experiences away from their own campus. NCHC Honors Semesters offer a full load of transferable College credit and combine field studies, research, internships, seminars and a carefully planned living-learning environment that fully exploits the resources of the semester's locale. Past Honors Semesters have been offered in Rome, Washington, D.C., the Grand Canyon, Appalachia, the Maine coast, the Iowa heartland, Puerto Rico, Morocco, Greece and the United Nations. Information and applications for NCHC Honors Semesters may be obtained through the Honors office.

National Scholarships

Many Honors students have been successful applicants for prestigious national fellowship and scholarship programs. Kiyoko Simmons serves as the advisor for students wishing to pursue such awards. Interested students should contact Ms. Simmons as early as possible in their College careers to make sure they are well prepared for the requirements of the national awards listed below. Ms. Simmons may be reached at (505) 277-0428 or via nisf@unm.edu. More information and links to national fellowship and scholarship programs may be found at <http://nisf.unm.edu/>.

Honorary Organizations

Honors students are encouraged to take advantage of the leadership, scholarship, and service opportunities offered by several honorary organizations that have UNM Chapters. While many such organizations exist, links to those most useful for Honors students may be found at <http://caeld.unm.edu/honor-societies.html>.

Study Abroad

When students go abroad, they still must be advised if they are due. We have an online advisement email (found on Google Drive) that we send out to them for advisement. Make sure to start on these Study Abroad Advisements 1-2 months before the actual deadline of advisement. We are also now requiring a Study Abroad Check-In for all students when they return from being abroad. We lose a lot of students when they come back, partially because they feel they have to catch up after going abroad and do not know they can get credit for study abroad courses with us. This required advisement will now be included in their online advisement email. When they come back, we should talk to them about getting transfer credit and the like and encourage them to continue with Honors.

UNM Honors College
Academic Program Review

Appendix M
Full-time Faculty CVs

SARITA CARGAS

13305 Silver Peak Pl. NE Albuquerque, NM 87111
505-554-3314 (home), 505-314-960-1918 (cell) cargas@unm.edu

EDUCATION

2006	D.Phil: Oxford University, United Kingdom
2002	Mst in the Study of Religion, Oxford University Courses in Judaism, Christianity, Islam, Hinduism, and pluralism.
1998	MA Theology, Aquinas Institute of Theology, St. Louis, MO Emphasis: Christian Systematics.
1996	MA Psychology: Georgetown University, DC General degree including courses in language, personality, social, abnormal, and neuro-psychology.
summer '95	Oxford University (Readings in Philosophy and Psychology)
1990	BA Liberal Arts: St. John's College, Annapolis, MD

EMPLOYMENT HISTORY

2012 - Current

Assistant professor University of New Mexico for the University Honors College: courses taught - multiple courses on human rights (Globalization and Human Rights, Solutions to Human Rights Problems, and A Humane Legacy) and a critical thinking course (Why People Believe Weird Things)

2011-2012

*Lecturer for the University of New Mexico Honors College, Peace Studies Program, and for the MA in Latin America Studies, courses: Solutions to Human Rights Problems, Globalization and Human Rights, Introduction to Human Rights: Focus Latin America

2007-2011

* Associate Dean, College of Arts and Sciences, Webster University

* Teaching: Business and Human Rights, Human Rights Senior Overview, Human Rights Field Work, Introduction to World Religions (Online), Webster University

2006/07 Academic Year

* Teaching - Current Issues in Human Rights, Introduction to Human Rights, Human Rights field work course Geneva, Switzerland: Webster University; American History 1865 – present, Introduction to Western Civilization prehistory – 1789, Contemporary Ethics, Social Ethics, Critical Thinking, Business Ethics, World Religions: Fontbonne University.

* Coordinator – Human Rights Education Project, Webster University

2000-2005

* Tutorial teaching in History and Theology, Oxford University. Duties: Teaching undergraduates History of the First World War, Nature of Religion, and Sociology of Religion papers.

2004

* Director of the International Interfaith Centre at Oxford. Duties: Researching interfaith education, analyzing survey on attitudes towards interfaith from the Parliament of World Religions, Barcelona 2004, managing staff, volunteers, and outreach projects.

2002-2003

* Researcher for Faith Commitment and Academic Study project. Duties: Interviewing undergraduates and Oxford fellows, writing article for publication, presenting results to Theology faculty.

1998-2000

* High School history and English teacher; Thomas Jefferson School, St. Louis, MO

Duties: Taught the AP modern history course, Introduction to World History, English literature and language, coached soccer, and student adviser.

Other Experience:

2000-2002

* President Wolfson College Common Room. Duties: Chairing all college general meeting, presenting to Wolfson governing body, liaising with University student union.

* College Welfare Officer. Duties: Advising and providing support for graduate students.

1998 – 2000

* Coordinating editor and contributing author of the *Encyclopedia of Holocaust Literature*, Oryx Press, 2002. Duties: coordinated and edited the contributions of fourteen Holocaust scholars for the publication amounting to about 120 encyclopedia entries; authored four of the articles.

Professional Development

2008-2009 HERS Management and Leadership Institute, Wellesley College, MA

PUBLICATIONS

Books

* Encyclopedia of Holocaust Literature ed. David Patterson, Alan Berger, and Sarita Cargas, Oryx Press, 2002.

I wrote the encyclopedia entries for:

Anne Frank
Victor Frankl
Etty Hillesum
Leon Wells

Book Awards:

Reference and User Services Association of the ALA (RUSA)

Outstanding Reference Source, 2003

Booklist Editors' Choice 2002

Articles

* May 2016 "Questioning Samuel Moyn's Revisionist History of Human Rights" *Human Rights Quarterly*

* "The Relationship Between Faith Stance and Academic Study in the Experience of First Year Theology Students at Oxford University" by Cargas, Hartley, Rowland, Sabri, Stavropoulou, and Wyatt in *Dialogue*, August 2005.

* "The Faith of Many Colors: Believers in a Plurality of Traditions", *Interreligious Insight*, Vol. 4, No. 4, October 2006.

* "The Parliament of the World's Religions, who goes and why? An empirical study of Barcelona 2004" by Francis, Robbins, and Cargas in *Journal of Beliefs and Values*, Winter 2010.

* "The Perceiving Process and Mystical Orientation: An Empirical Study in Psychological Type Theory Among Participants at the Parliament of the World's Religions" by Francis, Robbins, and Cargas in *Studies in Spirituality*, Vol 22, 2012.

Book Reviews

* Demanding Peace: Christian Responses to War and Violence by A.E. Harvey, 1999 in *Romulus* (college magazine), 2001.

* The Seven Daughters of Eve by Bryan Sykes, 2001 in *Research News in Science and Religion*: Sept. 2001.

* Can a Darwinian be a Christian? by Michael Ruse, 2001 in *Research News in Science and Religion*: May 2001.

* Reconciling Science and Religion: The Debate in Early Twentieth-Century Britain by Peter J. Bowler, 2001 in *Research News in Science and Religion*: June 2002.

* Christianity and Genocide in Rwanda, by Timothy Longman, Cambridge University Press, 2009 in *Human Rights Quarterly*, Fall 2010.

* Human Rights from Below: Achieving Human Rights Through Community Development, by Jim Ife, Cambridge University Press, 2010 in *Journal of Human Rights*, Winter 2010.

GRANTS:

Spring 2012 United States Institute of Peace grant: Public Education for Peacebuilding Support. Used to host a curriculum review of the UNM Peace Studies program with Dr. George Lopez from U of Notre Dame.

December 2011 TAG Grant from University of New Mexico to attend Peace Studies "Camp" at University of Notre Dame, summer 2012

May 2004 Grant from the Harvard Pluralism Project for the *Attitudes Towards Interfaith* survey used at the Parliament of the World's Religions

May 2001 and Nov. 2002, 2003 Squire Marriott Grants for the study of Theology at Oxford

July 2000 Scholarship to attend the International Holocaust Scholars Conference: Remembering for the Future, Oxford, England

1999 Grant from Webster University to pursue Holocaust research

1999 Grant from the Holocaust Museum of St. Louis to pursue Holocaust Research

FELLOWSHIP

2014-2015 UNM Teaching Fellow: Researching the use of real-world problem solving tasks for teaching critical thinking

LESLIE DONOVAN

Honors College, MSC 06 3890, 1 University of New Mexico, Albuquerque, NM 87131
505-268-7307 (home), 505-277-4313 (work), 505-277-4271 (fax), ldonovan@unm.edu (email), <http://www.unm.edu/~ldonovan> (website)

EDUCATION

1993 *Ph.D. in English (Medieval Literature)*, University of Washington, Seattle, WA
1987 *Diploma with Distinction in Early Irish Language and Literature*, University College, Dublin, Ireland
1986 *M.A. in English (Medieval Literature)*, University of New Mexico, Albuquerque, NM
1985 *Certificate in Modern Icelandic*, University of Iceland Summer Program, Reykjavik, Iceland
1982 *B.A. in Creative Writing, minor in Journalism, magna cum laude General Honors*, Univ. of New Mexico, Albuquerque, NM

ACADEMIC APPOINTMENTS

2014-pres. *Professor*, Honors College, University of New Mexico
2003-2014 *Associate Professor*, University Honors Program/Honors College, University of New Mexico
1997-2003 *Assistant Professor*, University Honors Program, University of New Mexico
Previous *Instructor Appointments*, UNM English Department, UNM Women Studies, Albuquerque T-VI Community College Arts and Sciences (taught English, Cultural Studies, Honors)

SCHOLARSHIP (selected, recent)

Books

Approaches to Teaching Tolkien's The Lord of the Rings and Other Works. Editor of volume in the MLA Approaches to Teaching World Literature Series. New York: MLA, August 2015 (460 pages typescript).

Perilous and Fair: Women and the Works of J. R. R. Tolkien. Edited with Janet Brennan Croft. Altadena: Mythopoeic Press, 2015.

Women Saints' Lives in Old English Prose. Library of Medieval Women Series. Woodbridge, UK: Boydell and Brewer, 1999.

Chapters and Articles

"The Valkyrie Reflex in J. R. R. Tolkien's *The Lord of the Rings*: Galadriel, Shelob, Éowyn, and Arwen." Reprint. *Perilous and Fair: Women and the Works of J. R. R. Tolkien*. Edited Janet Brennan Croft and Leslie A. Donovan. Altadena, CA: Mythopoeic Press, 2015. 221-57.

"Middle-earth Mythology: An Overview." In *A Companion to J. R. R. Tolkien*. Ed. Stuart D. Lee. Blackwell Companions to Literature and Culture 89. Chichester, UK: Wiley Blackwell, 2014. 92-106.

"Pyle as Fool: Revisiting *Beowulf's* Hunferth." In *Poetry, Place, and Gender: Studies in Medieval Culture in Honor of Helen Damico*. Ed. Catherine E. Karkov. Kalamazoo, MI: Western Michigan Univ. Medieval Institute Press, 2009. 75-97.

Pedagogical Works

"Monsters and Marvels Through the Ages," *Honors in Practice* 3 (2007): 181-87. (peer-reviewed)

"What Worlds May Come," *NCHC Sample Honors Course Syllabi*: 2015. (peer-reviewed)

<http://nchchonors.org/members-area/sample-honors-course-syllabi-2>

Waymeet for Teachers: Practical Resources for Effective Teaching of the Works of J. R. R. Tolkien. Web publication devoted to publishing practical pedagogical resources for teaching Tolkien's works at the college. Founder and Editorial Board Chair.

<http://waymeet.commons.mla.org>.

Presentations, Conference Papers, Roundtable Discussions, and Panel

Feb. 2015 "If not for Éowyn (or Galadriel, Lúthien, Arwen...): What Tolkien's Women Mean in the 21st Century," Southwest Popular/American Culture Association Conference, Albuquerque, NM

Nov. 2014 "Peer Advising and Community Building," National Collegiate Honors Council Conference, Denver, CO

Feb. 2014 "Closing the Loop in Class," Success in the Classroom: Sharing Practices That Work Conference, University of New Mexico, Albuquerque, NM

Feb. 2013 "More than Lights and Cameras: More Effective Student Oral Presentations through Video," Southwest and Texas Popular Culture Association and American Culture Association Conference, Albuquerque, NM

July 2013 "The Mythopoeic Wilderness," panel member, Mythopoeic Society Conference, East Lansing, MI

Nov. 2013 "The Senior Year Experience in Honors," Developing in Honors panelist and session moderator, National Collegiate Honors Council Conference, New Orleans, LA

Aug. 2012 "East Meets West III: The Marco Polo Panel," panel member, Mythopoeic Society Conference, Berkeley, CA

April 2011 "Online Publications and Promotions: A New Future in Honors Collaborations," Western Regional Honors Council Conference, Park City, UT

April 2011 "New Members of the Fellowship: Teaching Tolkien in the 21st Century," panel member and session chair, National Popular Culture Association Conference, San Antonio, TX

RECENT HONORS, AWARDS, AND GRANTS (selected, recent)

2014 Study Abroad Allocations Committee Grant, UNM, \$3,500
2014 Nominated for Robert Foster Cherry Award for Great Teaching, Baylor University (national award)
2014 Outstanding Teacher Award, Honors College, UNM (college award)
2014 Local IQ Smart List Readers' Poll, Best Professor/Teacher, Albuquerque, NM (community award)
2012 Presidential Teaching Fellow Award, UNM (university award)
2012 Magazine Pacemaker Award Finalist for *Scribendi* 2012, Associated Collegiate Press (national award)
2011 Patrick J. Gallacher Scholarly Achievement Award, English Department, UNM (other dept. award)
2010 Honorary Membership to Mortar Board, Maia Chapter, UNM (university award)
2010 *New Mexico Daily Lobo*, 3rd place, Lo Mejor Student Choice Award for Best UNM Teachers (campus award)

COURSES TAUGHT (selected, recent)

Regular Courses Developed and Taught for UNM Honors

Legacy of Monsters and Marvels through the Ages
Meet the Authors: Exploring the Creative Process
Shakespeare Abroad: Literature and Culture (study abroad program)
Tolkien Studies for Advanced Readers: The Less Traveled Road
What Worlds May Come: Reimagining Possibilities for the Future

Thesis Projects, Dissertations, and Independent Study Courses

Ongoing *Ph.D. Committee on Studies Member*, Doaa Omran, English Dept. (since 2013)
2014-2015 *Senior Thesis Committee Member*, Austin Miller, "Sports History and Civil Rights in America: From Cassius Clay to Muhammad Ali: The Champion and the Journey," Honors College
Fall 2014 Rosstin Ahmadian, "Medical Delegation to the Dominican Republic," Honors College
Laura Pasekoff, "Science Fiction Novel: Construction and Development," Honors College
2012-2013 *Senior Project Director*, Alyson Alford-Garcia, "Copyright Handbook for Small Print and Digital Publications," University Honors Program
Senior Thesis Director, Kaitlyn Arndt, "Kowai Redux: A Cross-Cultural Analysis of Japanese Horror Movie Remakes in the United States," University Honors Program
Senior Thesis Director, Katherine Weinberg, "Incompatible Hero: Why Jack Harkness Cannot Stay on the TARDIS," University Honors Program
Senior Thesis Reader, Susannah Davenport, "Harlequin's Motley: The Fool Who Became Guide of Souls and Transgressor of Boundaries," University Honors Program
Undergraduate Thesis Director, Stephanie Klumpenhower, "Coping with Crisis: Children's Escape into Literature," English Dept.
Spring 2013 Megan Abrahamson, "Tolkien Studies Graduate Problems," English Dept. (paper won the national Mythopoeic Society Alexei Kondratiev Award and published in the peer-reviewed journal *Mythlore*)

SERVICE (selected, recent)

Ongoing *Chair*, Honors College, Interdisciplinary Tenure Committee for Sarita Cargas and Amaris Ketcham (since 2013)
Editorial Board Member, *Honors in Practice* journal (since 2013; national professional organization)
Faculty Advisor, Regents Scholars Program (since 2012)
Editor-in-Chief, Mythopoeic Society Press (since 2011; international professional organization)
Chair, UNM Student Publications Board (Faculty Senate appointment since 2006)
Faculty Advisor, UNM, Hobbit Society (since 2003; student organization)
Member, UNM, Institute for Medieval Studies Steering Committee (since 1996)
2014-2015 *Chair*, Honors College, Art Faculty Search Committee
Spring 2015 *Selection Committee Member*, English Dept., Joseph C. Gallagher Scholarship for Study in Ireland and Europe
Fall 2014 *Undergraduate Honors Thesis Reader*, English Department
Sum. 2014 *Member*, Honors College, Advisement Specialist Hiring Committee
Spring 2014 *Member*, Honors College, Honors Major Application Committee
Committee Member, UNM, OSET Teaching Awards Committee
Fall 2013 *Chair*, Honors College, Restructuring Honors Topics Courses Committee
Session Chair, Southwest Popular/American Culture Association Conference
Spring 2013 *Member*, Honors College, Carruthers Endowed Chair Search Committee
Papers and Panels Coordinator, Mythopoeic Society Conference

Christopher Holden

Honors College MSC06 3890 1 University of New Mexico Albuquerque, NM 87131

May 18, 2015

EDUCATION

Ph.D. in Mathematics, May, 2008, University of Wisconsin-Madison, Dissertation: Mod 4 Galois Representations and Elliptic Curves, Advisor: Nigel Boston.

Employment/Volunteer Position

Assistant Professor in the University Honors Program/College, August 2008 – present, UNM.
Member of Design Team and Community Leader, ARIS, January 2010 – present. David Gagnon, Director.
Director, Local Games Lab ABQ, May 2011 – present.
Faculty Member, Educational Linguistics Program, August 2014 – present, University of New Mexico.

PUBLICATIONS (selected)

Traditional Scholarship

- Holden, C., Dijkers, S., Martin, J., & Litts, B. (2015). *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Holden, C. (2015). Innovation and Inspiration in Mobile Media Learning. In *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Holden, C. (2015). Progressive Educational Technology: Papert and the Computer on the Way to Mobile Media Learning. In *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Holden, C. (2015). ARIS: Augmented Reality for Interactive Storytelling. In *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Holden, C. (2015). What Have We Seen, What is Missing, and What is Next for MML? In *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Martin, J., Dijkers, S., Litts, B., & Holden, C., (2015). Practical Considerations: Designing Your Own Mobile Media Learning. In *Mobile Media Learning: Innovation and Inspiration*. ETC Press.
- Holden, C. (2014). The Local Games Lab ABQ: Homegrown Augmented Reality. *TechTrends*, 58(1), 42-48.
- Holden, C., Gagnon, D., Litts, B., & Smith G. (2014). ARIS - An open-source platform for widespread mobile augmented reality experimentation. In *Technology Platform Innovations and Forthcoming Trends in Ubiquitous Learning.*, Mendes, M. (Ed.), 19-34.
- Holden, C., & May, G. (2015). Game Design and Their Toolkits as Vehicles for Expression. In *Proceedings of the 10th Games, Learning, and Society Conference*.
- Holden, C. & Sykes, J. (2013). Mentira: A place-based mobile game for language learning; In *Cases on Digital Game-Based Learning: Methods, Models and Strategies*. Baek, Y. and Whitton, N. (Eds.). IGI Global.
- Holden, C. L., & Sykes, I. M. (2013). Complex L2 pragmatic feedback via place-based mobile games. *Technology in Interlanguage Pragmatics Research and Teaching*, 36, 155.
- Holden C. (2012) The Not-So-Secret Life of Dance Dance Revolution: Learning the Right Lessons from the Game Where You Move Your Feet. In *Learning in Video Game Affinity Spaces*, Duncan, S. and Hayes, E. (Eds.). Peter Lang.
- Holden, C. L., & Sykes, J. M. (2011). Leveraging mobile games for place-based language learning. *International Journal of Game-Based Learning (IJGBL)*, 1(2), 1-18.
- ### **Digital Media** (Years are of initial creation)
- ARIS
- Gagnon, D. et al (2014). ARIS 2.0 (total redesign, refactor, re-release). Open-source augmented reality authoring tool and game engine software. <http://arisgames.org>.
- Diaz, N., Holden, C., Castillo, K., Reinhardt, J., Penfield, S. (2013). 'Analy. Augmented Reality game for consensus building and language instruction in the name of revitalizing the Mojave Language.

Holden, C., Dougherty, P., Minett, T. (2012). Rupee Collector. ARIS exergame and reference design.
Kenarov, I., Holden, C. (2010) Digital Graffiti Gallery.
Mathews, J., Holden, C., Blakesley, C., Gagnon, D. (2010). Dow Day. Situated documentary.
Holden C., Sykes J., Lemus L., Salinger A., & Roff, D. (2009). Mentira. Augmented Reality game and curriculum for Spanish 202 classes at UNM.
ARIS Documentation
Holden, C. et al. (2014) ARIS 2.0 Manual. Wiki. <http://manual.arisgames.org>.
Holden, C. (2014) ARIS "How to" videos. <http://vimeo.com/maximalideal>.
AR Dissemination, Training, and Discussion
(2009). ARIS Community Forum. <http://groups.google.com/groups/arisgames>. I am the primary developer of and support for the global community of ARIS authors, from simple technical tips, to sharing stories of implementations, to research discussions. Since 2009, I have added more than 900 posts to this message board.

Holden, C. (2011) Local Games Lab ABQ. <http://localgameslababq.wordpress.com>. Blog and Homepage

COURSES TAUGHT (selected)

Math Related Courses

UHON 121 – Legacy of Algebra – Humanities-based history of the development of algebra.
UHON 202 – Journey Through Genius – Hits of math history, based on Dunham’s book, proof focused.
UHON 302 – Mathematical Impossibilities – Upper division math. Impossibility as a theme and lens.

Games, New Media, Learning, Technology Related Courses

UHON 302 – Games for Change – Non-entertainment uses of games. Theory, criticism, and practice.
UHON 301 – Things That Make Us Smart – The social construction of technologies old and new, hard and soft.
UHON 401 – Local Games in ABQ – Mobile game design as a research method to learn about the city.

Some of My Undergraduate Student Mentoring

Gianna May

Local Games Lab ABQ. President and Founder. ASUNM Chartered Student Group. Aug., 2014 – present. Poster Presentation at the Games, Learning, and Society Conference. Madison, WI. June, 2014.
Book chapter in Mobile Media Learning: Innovations and Iterations (2015).

Presentation at the Western Regional Honors Conference, April, 2014.

Quests for the City of Gold. UHON 499 - ARIS game for the Albuquerque Museum. Quests was publicly launched at the Albuquerque Museum’s Family Day in August, 2013.

Earl Shank

UHON 499 – Truchas Economic Development, Game Design Independent Study. Los Duendes – ARIS game interpretation of ethnographic records. Design presented at the Games+Learning+Society Playful Learning Summit in June, 2013.

Cameron MacInnis

Doctor Your Future – ARIS game for health. UHON 493 – Community Service Colloquium. Spring 2013.

Alyssa Concha

Student Teacher – UHON 401 Local Games in Albuquerque

Co-presenter – Augmented reality mobile game design as pedagogy of place. National Collegiate Honors Council National Conference. Phoenix, AZ. October, 2011.

Co-presenter – Mobile Game Design as a Springboard. Games, Learning, and Society 7.0, Madison, WI. June, 2011.

Organizer – ARIS Global Game Jam. Multiple Sites. April, 2011.

Invited designer – ARIS spring design jam. Madison, WI. March, 2011.

Co-presenter - Local Games in Albuquerque: Studying the city using place-based mobile game design.

UNM Success in the Classroom: Sharing Practices that Work; Albuquerque, NM; February, 2011.

Student Teacher Prep - UHON 401 Local Games in Albuquerque.

Kaylyn Peters

UHON 499 - Independent Study. UNM Self-Guided Tour. Developed for UNM Marketing. Spring, 2011.

Amaris Ketcham

UNM Honors College, MSC 06 3890, 1 University of New Mexico, Albuquerque, NM 87131
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EDUCATION

- 2010 M.F.A. *Creative Writing*, Eastern Washington University, Cheney, Washington
2007 B.A. in *Anthropology and Latin American Studies*, *summa cum laude* Honors Program,
University Of New Mexico, Albuquerque, New Mexico

ACADEMIC APPOINTMENTS

- 2013-Present *Assistant Professor*, Honors College, University of New Mexico
2012-2013 *Visiting Term Professor*, Honors College, University of New Mexico
2009-2010 *Managing Editor*, *Willow Springs*, Eastern Washington University

PUBLICATIONS (selected)

Creative Nonfiction

- "Unwinding Is-ness," *Headland*, (Vol. 1, Winter 2015).
"Against Cupcakes," *The Los Angeles Review*, (2014): 76-77.
"Española of Ill Repute," *Spokane Shorties*, ed. Kevin Taylor. Spokane, WA: Gray Dog Press
(2014): 8-10.
"Afterthoughts of the Bloom," *Moon City Review*, (2014): 46-51.
"A Left Turn from Albuquerque," *Outside In Literary Magazine*, (October 2013): online.
"From First Rust" *Composite Arts Magazine*, (Spring 2013): 62-63.
"West Mesa," *Glassworks* (Winter 2013): 1-3.
"Northwest and Inland," *Flycatcher: A Journal of Native Imagination* (Winter 2013): online.
Nominated for Best of the Net 2013.
"Twilight for the Tinderbox," *Cactus Heart* (Winter 2013)
"The One I Did Not Smash," *Utne Reader* (July/August 2012): 70-71. (re-published).
"The One I Did Not Smash," *Sacred Fire* (Spring 2012).
"We Shall Split at the Seams," *Rio Grande Review* (Fall 2011): 16-19.
"Reading the Hold Life Has" *Best Student Essays* (2006).
"Numeral Identities," *Scribendi* (2006): 18-24.

Poems

- "Rufous Hummingbird," *Rattle*, Issue 49, Sept. 2015
"Tarantula Hawk Wasp," *Kudzu Review* 4.3 Winter Solstice
"American Kestrel," *South85 Journal* (December 2014): online
"Lines from Eleven Introductions to New Mexico," *New Mexico Mercury* (February 2014): online.
"Atlantic City," *Rock & Sling* (Vol. 9.1): 52.
"We Considered Ourselves," *New Mexico Mercury* (December 2013): online.
"Trees Bare and Straining," *Weekly Alibi* (December 5, 2013): 24.
"I Want to Believe" and "The Survivor Pronounces," *Cavalcade Literary Magazine* (Summer 2013): 29-31.
"I. You. Question. Sonnet." *Emerge Literary Journal* (Summer 2013): online.
"Lost Histories at the VLA" and "Higgs Boson," *Bosque Magazine* (Fall 2012): 90-91.
"Key West" and "Nevada in April," *Scribendi* (2007): 2; 41.
"A Secret to the Left" *Conceptions Southwest* (2006).
"New Orleans 2005: An Account" *Scribendi* (2006): 2.
"kainsær," *Scribendi* (2005): 78.

Short Stories

- "Wintering Habits of the White American Male, Age 34," *Eleven Eleven* (2015 Issue 18): online.
"What Light Reflects, Diverges," *The Rumpus* (May 7, 2014): online.

Chapters and Articles

"Homo sapiens, All Too Homo sapiens: Wise Man, All Too Human," *Journal of the National Collegiate Honors Council*.

"How to Determine Truth," (with illustrations) *Authenticity*. ed. Shane Borrowman Southlake, TX: Fountainhead Press, 2013.

PRESENTATIONS

Conference Papers

- Feb. 2015 "A Poetic Inventory of the Sandia Mountain Wilderness," Creative Writing–Poetry Session Chair, Southwest Popular Culture and American Culture Association Conference, Albuquerque, NM
- Feb. 2014 "Glitches in the FBI"; Creative Writing–Poetry Session Chair, Southwest Popular Culture and American Culture Associations Conference, Albuquerque, NM
- Feb. 2013 "West Mesa," Southwest/Texas Popular Culture and American Culture Associations Conference, Albuquerque, NM

Roundtable Discussions and Panel Sessions

- April 2015 "Perfectly Bound: The *Scribendi* Classroom," Western Regional Honors Council Conference, Reno, NV
- April 2014 "From Program to College: The Challenges of Establishing an Interdisciplinary Honors Curriculum," Western Regional Honors Council Conference, Denver, CO
- Nov. 2013 "On the Road to Discovery," National Collegiate Honors Council Conference, New Orleans, LA
- March 2005 "Publishing Process," Western Regional Honors Council Conference, Las Vegas, NV
- April 2004 "Media Portrayals of Native Americans," UNM Undergraduate Research and Creativity Symposium, Albuquerque, NM. Received Class Panel Award.

Poster Presentations

- Nov. 2014 "The God Particle Is a Beatles Fan: Interdisciplinary and Experiential Approaches to Creative Writing," National Collegiate Honors Council Conference Denver, CO

Workshops and Seminars

- Nov. 2014 "Developing in Honors Workshop: Student Publications," National Collegiate Honors Council Conference Denver, CO
- Nov. 2011 "Communities of Practice for the Advanced User: RSS Feeds," National Association of Agricultural Educators Convention, St. Louis, MO

PROFESSIONAL RECOGNITION, HONORS AND AWARDS (selected)

- 2015 Outstanding New Teacher of the Year Award, UNM
- 2013 Pacemaker Award, Associated Collegiate Press (national award)
Award Given to Magazines for Excellence in Content, Design, Editing, and Theme

GRANTS

- 2013 Grant to develop "Lewis and Clark's Montana: Reading and Writing the Landscape," Teaching Allocations Committee, UNM

Celia Lopez – Chavez

1735 HERMOSA DR. ALBUQUERQUE, NM 87110

Office: Honors College, University of New Mexico, celialop@unm.edu

EDUCATION

Ph.D. in History and Geography with focus in Latin American History, *Universidad de Sevilla* (Spain), 1994.
BA History, *Universidad Nacional de San Juan (San Juan, Argentina)*

TEACHING APPOINTMENTS

- Associate Professor, Honors College, University of New Mexico (UNM), 2003-Present.
 - Assistant Professor, University Honors Program, University of New Mexico (1997-2003)
 - Visiting Professor, Master Program, *Facultad de Filosofía, Humanidades y Artes, Universidad Nacional de San Juan* (San Juan, Argentina). History Department, *Facultad de Filosofía, Humanidades y Artes, Universidad Nacional de San Juan* (San Juan, Argentina) (Summer 1999)
 - Visiting Assistant Professor, University Honors Program, University of New Mexico (1996-1997)
 - Adjunct Faculty, Spanish, College of Arts and Sciences, Santa Fe Community College, NM (1993-1995)
 - Visiting Professor, *Departamento de Historia de América, Universidad de Sevilla, Spain* (1987).
 - Adjunct Faculty, *Departamento de Historia, Facultad de Filosofía, Humanidades y Artes, Universidad Nacional de San Juan, Argentina* (1985-1987)
 - History Teacher, High Schools in San Juan, Argentina (1983-1987).
- Director or Co-Director of Honors College International Programs:** Spain (1997, 2001, 2003, 2007, 2011), Argentina (2007, 2009, 2011, 2013, 2014), Cuba (2015).
- Teaching and Research Adviser** (1998-2015): five undergraduate Honors theses; thirteen independent studies; seventeen student teachers; two Ph.D. dissertations.

SCHOLARSHIP

Book Author

Con la cruz y con el dinero: los jesuitas del San Juan colonial (With the Cross and Money: Jesuits in Colonial San Juan). San Juan (Argentina): Editorial Fundación de la Universidad Nacional de San Juan, 2001. 339 pp. Foreword by Dr. Rafael Carbonell de Masy, Professor of Economic History at the *Universita Pontificia Gregoriana* (Rome, Italy).
Second Printing: *Con la cruz y con el dinero: los jesuitas del San Juan colonial*. San Juan (Argentina): Editorial Fundación de la Universidad Nacional de San Juan, 2005. 339 pp.

Editor

Mujeres rescatadas del olvido (Women Rescued From Oblivion). San Juan (Argentina):
Universidad Nacional de San Juan, Facultad de Filosofía, Humanidades y Artes, March 2001, 1986

Preface Author

"Prólogo", in Patricia Blanco, *Mujeres, música y memoria in San Juan, 1900-1930* (San Juan: Editorial de la Facultad de Filosofía Humanidades y Artes, Universidad Nacional de San Juan, Argentina, 2008. 13-18.

Upcoming Book

Empire and Frontier: the Spanish Colonial Epics of Alonso de Ercilla and Gaspar de Villagrà
(University of Oklahoma Press, Year of publication: 2016).

Articles (referred)

- "What is expected of Twenty-First Century Honors Students: An Analysis of an Integrative Learning Experience". *Journal of the National Collegiate Honors Council*, 11:2 (2010). 57-67.
- "Con la cruz y con el aguardiente: la empresa vitivinícola jesuita en el San Juan colonial" (With the Cross and the Brandy: the Jesuit Wine Enterprise in Colonial San Juan). *Universum. Revista de Humanidades y Ciencias Sociales*, 20:2 (2005). 83-108.
- "Teaching 'The Other Legacy,' Learning About Ourselves: Latin America in Honors", *Journal of the National Collegiate Honors Council*, 3:1 (2002). 67-74.
- "Benjamín Franklin, España y la diplomacia de una armónica" (Benjamin Franklin, Spain, and the Diplomacy of an Harmonica). *Espacio, Tiempo y Forma*, IV:13 (2000). 319-337.
- "Un milagro de la historia: fiestas populares en Nuevo México" (A Miracle of History: Popular Festivities in New Mexico). *Tiempos de América. Revista de Historia, Cultura y Territorio*, 7 (2000). 11-25.
- "Microhistoria de la esclavitud negra en el siglo XVIII: el caso de la residencia jesuita de San Juan de la Frontera" (Microhistory of Black Slavery in the 18th Century: the Case of the Jesuit Residence of San Juan de la Frontera"). *Colonial Latin American Historical Review*, 5:4 (1996). 441-474.

Academic and Public Lectures:

Twenty five presentations in professional Conferences and thirty six public lectures.

GRANTS

UNM Study Abroad Allocations Committee Grant for Spring Break International Programs and Conexiones Summer Programs (2011, 2013, 2014, 2015). In Total: \$79,500 awarded.

Sabbatical granted (Spring 2005 and Spring 2012)

UNM Teaching Allocation Committee Grant (UNM) to develop an Honors Program in Western Argentina and New Mexico (2005).

Grant for Resident Scholars (*Beca de Residencia*), *Escuela de Estudios Hispanoamericanos* (Sevilla, Spain), June 14-July 14, 2005.

UNM Research Allocation Committee Grant to research in History Archives in Madrid, Valladolid, and Sevilla (Spain), 1998.

SERVICE

UNM: Academic Freedom and Tenure Committee (2011-2013); Health and Safety Study Abroad Committee (2012-2014); LAII Operations Committee (1998-2015) and Policy Committee (1998-2000)

Honors College: Tenure Committees (2002-present); Curriculum Committee (2006-2015); Senior Teaching Coordinator (1998-2005).

Professional: review of fifteen manuscripts for academic Journals; current member of the editorial boards of two academic Journals (Argentina and Spain).

Community: former Board Member of New Mexico Women's Foundation; current Board Member of Fundacion Educativa Mexico-Nuevo Mexico

Troy R. Lovata, Ph.D.

Associate professor, honors college msc06-3890, the university of new mexico, albuquerque, new mexico 87131
Lovata@unm.edu, 505-277-4211 (office), 505-288-0476 (wireless), <http://www.unm.edu/~lovata>

EDUCATION

- 1997-2000 The University of Texas. Ph.D. in Anthropology.
- 1995-1997 The University of Texas. M.A. in Anthropology.
- 1991-1994 Colorado State University, Fort Collins. B.A. *Cum Laude* in Anthropology.

RECENT ACADEMIC APPOINTMENTS

- 2008-present Associate Professor (tenured). Honors College, The University of New Mexico.
- 2010 Guest Lecturer. Resource Center on American and Democratic Studies 7th Annual Summer School, Al-Farabi Kazakh National University, Almaty, Kazakhstan.
- 2002-2008 Assistant Professor (tenure track). Honors College, The University of New Mexico.
- 2000-2002 Senior Lecturer. Technology, Literacy and Culture Program, The University of Texas.
- 2000-2002 Instructor. Continuing Education Program, The University of Texas.

RECENT GRANTS, AWARDS AND HONORS

- 2014 International Research Institute Grant (for study of the Inca Trail in Ecuador), Co-PI with Dr. Michael Thomas, Honors College, The University of New Mexico.
- 2013 Grant to Support the Development of New Study Abroad Programs, Study Abroad Allocations Committee, Associate Provost for International Initiatives, The University of New Mexico.
- 2012-2013 Study Abroad Program Grant, Study Abroad Allocations Committee, Associate Provost for International Initiatives, The University of New Mexico.
- Fall 2012 Research Sabbatical. Honors College, The University of New Mexico.
- Spring 2009 Research Sabbatical. Honors College, The University of New Mexico.
- 2006 Faculty Research Grant. Institute for American Indian Studies. The University of New Mexico.
- 2004-2005 Technology Resource Grant for Teaching and Research. The National Hispanic Cultural Center, Albuquerque, New Mexico.

PUBLICATIONS

Books

- with Elizabeth Olton (I am co-editor) forthcoming Summer 2015 *Understanding Graffiti: Multidisciplinary Studies from Prehistory to Present*, Troy Lovata and Elizabeth Olton, editors, Left Coast Press, Walnut Creek, California.
- 2013 *Foreign Area Studies and Training Field Book*. National Securities Studies Program, University of New Mexico, Albuquerque.
- 2007 *Inauthentic Archaeologies: Public Uses and Abuses of the Past*. Left Coast Press, Walnut Creek, California.

Book Chapters

- forthcoming Marked Trees: Exploring the Context of Southern Rocky Mountain Arborglyphs. In *Understanding Graffiti: Multidisciplinary Studies from Prehistory to Present*, Troy Lovata and Elizabeth Olton, editors, Left Coast Press, Walnut Creek, California.
- with Elizabeth Olton (I am co-author) forthcoming Introduction: Approaches to Graffiti. In *Understanding Graffiti: Multidisciplinary Studies from Prehistory to Present*, Troy Lovata and Elizabeth Olton, editors, Left Coast Press, Walnut Creek, California.

with Tim Castillo (I am co-author) 2007 Border Fluidity: Emergence on the American/Mexican Frontier. In *Fluctuating Borders*. Sue Anne Ware, editor. Royal Melbourne Institute of Technology, Australia.

2007 Zines: From Individual to Community. In *The Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Ardra Cole and J. Gary Knowles, editors. Sage Publications Ltd., London, England.

with Tim Castillo (I am primary author) 2005 Action Makes Place. *South: Volume 1*. Ron Rael, editor. Clemson University, South Carolina.

2005 The Life Archaeologic. In *Underground: The Guide to Ancient Civilizations, Astonishing Archaeology and Hidden History*. Preston Peet, editor. The Disinformation Company Ltd., New York, New York.

2004 Flattening the Sky: Experiencing the Intersection of Landscape and Technology on the Plains of St. Augustin. In *Design for the Very Large Array*, Tim Castillo, editor. College of Architecture and Planning, The University of New Mexico, Albuquerque.

2004 Putting Shovel Bum in Context: Why a View From the Shovel Handle Matters. In *Shovel Bum: Comix of Archaeological Field Life*. Trent de Boer, editor. AltaMira Press, Walnut Creek, California.

2004 13 pages of Shovel Bum Comics (re-printed from the zine *Shovel Bum*). In *Shovel Bum: Comix of Archaeological Field Life*. Trent de Boer, editor. AltaMira Press, Walnut Creek, California.

Articles

2013 Southern Rocky Mountain Arborglyphs: Correlates, Contrasts, and Comparative Research Opportunities in the Study of Carved Trees and Rock Art. *American Indian Rock Art*, 40:689-700.

2011 Adobe Isn't Just for Adoberos. *Proceedings of the 6th International Earth Building Conference*. 6:116-125.

2011 Archaeology as Built for the Tourists. *International Journal of Historical Archaeology*. 15:194-205.

2009 The Fake Anasazi of Manitou Springs, Colorado. *Colorado Archaeology*. 75(1):62-70.

2008 People Make Fire: Archaeology and the Art of Sonja Stiefel. *Public Archaeology*. 7(2):101-113.

2007 Learning a Practice versus Learning to Be a Practitioner: Teaching Archaeology in an Honors Context. *Honors in Practice*. 3(1):15-28.

2006 Iconic Torreóns of the American Southwest. *Society for Commercial Archaeology Journal*. 24(2):14-23.

2006 The Legacy of Ancient Technology. *Honors in Practice*. 2(1):125-128.

2005 Curious Archaeology: The Process of Assembling a Fringe Prehistory. *Public Archaeology*. 4(4):257-266.

2005 Talking Dog Archaeology. *SAA Archaeological Record*. 5(5):22-26.

with Tim Castillo (I am co-author) 2005 Cultural Velocity. *Proceedings of the 3rd Annual Hawaii International Conference on the Arts and Humanities*. 3:758-767.

2004 The Role of Authenticity in our Relationship with the Past. *Proceedings of the Biennial Rocky Mountain Anthropology Conference*. 6:1-20.

with Cory Broehm (I am co-author) 2004 Five Corner Tang Bifaces from the Silo Site, 41KA102, a Late Archaic Mortuary Site in South Texas. *Plains Anthropologist*. 49(189):59-77.

2000 Re-analysis of Canid Bones From the Dipper Gap Site (5LG101), Logan County, Colorado. *Southwestern Lore*. 66(1):19-26.

Reviews

2008 The Dig (book review). *Public Archaeology*. 7(4):260–262.

2006 Marketing Heritage: Archaeology and the Consumption of the Past (book review). *Society for Commercial Archaeology Journal*. 24(2): 34-35.

2004 The Plains Indian Photographs of Edward S. Curtis (book review). *Plains Anthropologist*. 49(191):311-312.

Jason Richard Moore

Honors college, MSC 06 3890, tel: +1 (505) 277 7408 | student health building, 1 university of New Mexico, mobile: +1 (979) 595 3535 | Albuquerque, nm 87131 email: jrm@unm.edu

EDUCATION

University of Cambridge, Cambridge, UK
2001-06 : Ph.D., Department of Earth Sciences
1997-2001 : M.Sci. Natural Sciences (Geological Sciences) 1st Class
B.A. (Hons) Geological Sciences

ACADEMIC APPOINTMENTS

2013 to date: *Assistant Professor* – Honors College, University of New Mexico, Albuquerque, NM
2012-13: *Research Assistant Professor* – Dept. of Earth Sci., Dartmouth College, Hanover, NH
2010-12: *Joseph P. Obering Postdoctoral Research Fellow* – Dept. of Earth Sci., Dartmouth College, Hanover, NH
2007-10: *D. B. Harris Postdoctoral Research Fellow* – Dept. of Geology and Geophysics, Texas A&M University, College Station, TX

SELECTED GRANTS AND AWARDS

University of New Mexico Research Allocations Grant, 2014: *Palaeoecology and palaeoenvironments through the Late Cretaceous and Paleogene of Uruguay* - \$8606
University of New Mexico Honors College International Research Institute Grant, 2014: *Palaeoecology and palaeoenvironments through the Late Cretaceous and Paleogene of Uruguay* - \$9276
University of New Mexico Teaching Allocations Grant, 2013: *Lewis and Clark's Montana: Reading the Landscape, Writing the Landscape* (with Amaris Ketcham) - \$5000

SELECTED PEER REVIEWED PUBLICATIONS

Moore, J. R., Wilson, G. P., Sharma, M., Hallock, H. R., Braman, D. R. and Renne, P. R., 2014, Assessing the relationships of the Hell Creek–Fort Union contact, Cretaceous-Paleogene boundary, and Chicxulub impact ejecta horizon at the Hell Creek Formation lectostratotype, Montana, U.S.A., *Geological Society of America Special Paper 503*. 123- 135
Marron, A., and Moore, J. R., 2013, Evidence of frugivory and seed dispersal in Oligocene tortoises from South Dakota. *Geological Magazine*. 150(6), 1143-1149. doi:10.1017/S0016756813000459
Moore, J. R., 2012, Do terrestrial vertebrate fossil assemblages show consistent taphonomic patterns? *PALAIOS*, 27(4), 220-234.
Moore, J. R. and Norman, D. B. 2009, Quantitatively evaluating the sources of taphonomic bias in element abundances in vertebrate fossil assemblages. *PALAIOS*, 24, 591-602.
Varricchio, D. J., Moore, J. R., Erickson, G., Norell, M., Jackson, F. D. and Borkowski, J. J. 2008, Avian Paternal Care had Dinosaur Origin. *Science*, 322, 1826-1828
Moore, J. R., Norman, D. B. and Upchurch, P. 2006, Assessing relative abundances in fossil assemblages. *Palaeogeography, Palaeoclimatology, Palaeoecology*, 253, 317-322

SELECTED INVITED LECTURES AND PUBLIC PRESENTATIONS

Moore, J. R. 2014, Avian Paternal Care Had Dinosaur Origin. Friends of the New Mexico Museum of Natural History and Science, Albuquerque, NM.

Moore, J. R. 2014, A tale of three proxies: Assessing the nature of the Chicxulub impactor. Department of Earth and Planetary Sciences, University of New Mexico, Albuquerque, NM

Moore, J. R. 2012, Ecology, evolution or error? Mammalian response to the earliest Oligocene climate transition. Montana State University, Bozeman, MT.

Moore, J. R. 2012, Assessing the Response of Mammalian Faunal Structure to the Early Oligocene Climate Transition. Rocky Mountain GSA.

SELECTED PRESENTATIONS

Bozeman, MT. Bauer, B. P., Meyer, E. E., Moore, J. R., and Sharma, M., 2015, Investigating a burning question: Search for a pyrometamorphic mineral (Esseneite) at the K-Pg Boundary. *Proceedings of the 46th*

Lunar and Planetary Science Conference. 2836 Moore, J. R. and Sharma, M., 2014, Post-Depositional Sedimentary Transport Biases Marine K-Pg

Impact Iridium Fluences. 2014 Goldschmidt Conference on Geochemistry, Sacramento, CA.

Varricchio, D. J., Moore, J. R., Jackson, F. D., and Wilson, G. P., 2014, Return to Egg Mountain: Taphonomy of a Late Cretaceous dinosaur nesting locality from Montana, USA. Rocky Mountain (66th Annual) and Cordilleran (110th Annual) Joint Sectional Meeting of the Geological Society of America, Bozeman, MT.

Templeman, T., Varricchio, D. J., and Moore, J. R., 2014, Assessing the provenance of Campanian vertebrate-bearing carbonates from the Egg Mountain locality. Rocky Mountain (66th Annual) and Cordilleran (110th Annual) Joint Sectional Meeting of the Geological Society of America,

SELECTED TEACHING

Courses developed and taught for UNM Honors:

Science in the 21st Century: Bringing Fossils to Life

Science in the 21st Century: Forensic Ecology

Natural Disasters

Big Data, Big Opportunities

The Geology and Anthropology of Route 66

The Legacy of Darwin's Great Idea

Undergraduate Senior Theses and Projects Advised: 2 (P. Wilson, S. Kolankowski)

Dissertations, Masters Theses, and Graduate Programs Advised: 2 (S. Michalak, S. Munn)

Individual Study Projects: 8 (T. Templeman, M. Renteria, C. Kantrowitz, C. McGuire (2), A. Turner, M. Martinez-Nava, E. Mayer)

Ursula L. Shepherd

Honors College MSC06 3890 1 University of New Mexico Albuquerque, NM 87131
ursula@unm.edu

EDUCATION

- 1994 Ph.D. Biology (Community Ecology & Biogeography) University of New Mexico.
Dissertation Title: *Mammalian Ecomorphology and Gradient Analysis Across the North American Continent: How do communities change with latitude and elevation?*
Dissertation Advisor: Dr. James H. Brown
- 1988 B. S. equivalent, Biology, University of New Mexico.
- 1973 M. A. Social Sciences/Communication Arts. University of the Pacific. Stockton, California.
Thesis Title: *An Organizational Typology: The Nature of Incongruent Organizations. A study in the sociology of work and motivation in the workplace.*
Thesis Advisor: Dr. Donald Duns
- 1966 B. A. Social Sciences. University of the Pacific. Stockton, California.

FACULTY APPOINTMENTS

- 2013-present Associate Dean, Honors College, University of New Mexico
- 2012-present Professor; University Honors Program, University of New Mexico
- 2004- 2012 Associate Professor; University Honors Program, University of New Mexico
- 1998-2004 Assistant Professor, University Honors Program, University of New Mexico.

PROFESSIONAL RECOGNITION, HONORS, ETC

- 2011-2012 U.S. Professor of the Year Award-Carnegie Foundation
- 2011 UNM Regents' Meritorious Service Award
- 2010 Nominated for Carnegie Foundation U.S. Professor of the Year Award
- 2010 Awarded University Honors Outstanding Teacher of the Year
- 2009-2011 Awarded UNM Presidential Teaching Fellowship
- 2008 Honored at National Collegiate Honors Convention for Outstanding Teaching in Honors
- 2008 Nominated for UNM Presidential Teaching Fellowship and Outstanding Teaching Award
- 2008 Nominated for Outstanding Teaching Award in University Honors
- 2007 Nominated for Outstanding Teaching Award in University Honors
- 2005 Outstanding Faculty Mentor Award, University-wide Undergraduate Research Symposium
- 1995-1997 National Science Foundation Postdoctoral Teaching Fellowship.

RELEVANT ARTICLES IN REFEREED JOURNALS

- Ziegler M, Fitzpatrick¹ SL, Burghardt I, **Shepherd UL**. 2014 Thermal stress response in a dinoflagellate-bearing nudibranch and the octocoral on which it feeds. *Coral Reefs*. 33:1085-1099.
- Fitzpatrick¹ SK, KL Liberatore², J. Garcia¹, I. Burghardt, CD Takacs-Vesbach, **Shepherd UL**. 2012. *Symbiodinium* diversity in two invertebrate hosts: soft corals and the nudibranchs that eat them using DGGE and Real Time PCR. *Coral Reefs*, 31(3) 895-905.
- Moquin1 S.A., J.R. Garcia1, C.D. Takacs-Vesbach, U. L. Shepherd. 2012. Bacterial Diversity of Bryophyte-Dominant Biological Soil Crusts and Associated Mites. *Journal of Arid Environments*. 87:110-117.
- Lopez-Chavez, C. and **U.L. Shepherd**. 2010. What is Expected of Twenty-First Century Honors Students: An Analysis of an Integrative Learning Experience. *Journal of the National Collegiate Honors Council*.

- Shepherd, U. L.** and S. L. Brantley. 2005. Expanding on Watson's framework for classifying patches: When is an island not an island? *Journal of Biogeography*. 32: 951-960.
- Brantley, S. L. and **Shepherd, U. L.** 2004. Effect of cryptobiotic crust type on microarthropod assemblages in piñon-juniper woodland in central New Mexico. *Western North American Naturalist*. . 64(2): 155-165
- Shepherd, U. L.**, S. Brantley, and C. Tarleton.¹ 2002. Species richness and abundance patterns of microarthropods on cryptobiotic crusts in a piñon-juniper habitat: a call for greater knowledge. *Journal of Arid Environments*, 52: 349-360.
- Koontz¹, T., **U. L. Shepherd**, and D. Marshall. 2001. The effects of climate change on Merriam's kangaroo rat, *Dipodomys merriami*. *Journal of Arid Environments*, 49: 581-591.
- Shepherd, U. L.** 2000. Creative Approaches to Teaching Science in an Honors Setting. *National Collegiate Honors Council Forum*, 1:53-61.
- Shepherd, U. L.** and D. Kelt. 1999. Mammalian species richness and morphological complexity along an elevational gradient in the arid southwest. *Journal of Biogeography*, 26: 843-855.
- Shepherd, U. L.** 1999. Biological Diversity of Tropical Australia: A Summer Field Experience for Honors Undergraduates. *The National Honors Report*, 20 (2): 36-39.
- Shepherd, U. L.** 1998. A comparison of species diversity and morphological diversity across the North American latitudinal gradient. *Journal of Biogeography*, 25:19-29.
- Smith, Felisa A., H. Browning¹ and **U. L. Shepherd**. 1998. The influence of climate change on the body mass of woodrats (*Neotoma*) in an arid region of New Mexico, USA *Ecography*, 21: 140-148.

GRANTS AWARDED AND OTHER FUNDING TOTAL = \$405,400; INDIRECT = \$85,826

2013	Honors Research Institute "Biodiversity of zooxanthellae"	\$10,000
2013	RAC Grant "Biodiversity of zooxanthellae in marine invertebrates"	\$4,000
2010	RAC Grant "Immune Response genes in symbiotic relationships"	\$4,000
2010	Anonymous Donation to my research	\$2,000
2009	UNM Office of Vice President of Student Affairs Grant for Argentina Program	\$5,000
2008	American Society of Microbiology Mentor for S. Moquin	\$4,000
2007	Large RAC Grant "Impact of climate change parameters"	\$8,000
2006	UNM Office of International Programs Grant for International Course Development (Argentina Program)	\$5,000
2006	UNM Office of Vice President of Student Affairs Grant for International Student recruitment and student travel funds for Argentina program	\$5,000
2005	"Biodiversity of Australia: Educational Experiences for Undergraduates National Science Foundation Grant	\$114,100
1999	"Biodiversity of Australia" Supplement to NSF grant	\$22,300
1999	"Biodiversity of Australia: Educational Experiences for Undergraduates National Science Foundation Grant	\$186,000
1998	"Australian Biodiversity Educational Pilot grant (National Science Foundation)	\$30,000
1998	"Arthropods associated with arid-land cryptobiotic crusts" Research Allocations Committee Research (RAC) Grant	\$3,000
1998	"Behavioral Ecology of Cleaner Wrasses" NASA PURSUE grant	\$3,000

Ryan Swanson

1 University of New Mexico, MSC06 3890 Albuquerque, NM 87131

Phone: (505) 277-7406 | Email: swansonr@unm.edu

EDUCATION

Ph.D., Georgetown University, Washington D.C., September 2008

Examination Fields: U.S Social and Political History, Slavery, Latin America

M.A., California State University, Fullerton, Fullerton, California, May 2002

Concentration: US History

B.A., Point Loma Nazarene University, San Diego, California, May 1999

Major: History/Political Science

ACADEMIC APPOINTMENTS

University of New Mexico - Albuquerque, New Mexico

Assistant Professor, Honors College, 2013-Present

Director, Lobo Scholars Program, 2013-Present

RESEARCH

Book

When Baseball Went White: Reconstruction, Reconciliation and Dreams of a 'National Game,' University of Nebraska Press, June 2014.

*Winner: SABR Research Award, 2015

Articles and Chapters

Swanson, Ryan. "Establishing Proper 'Athletic Relations:' The Nascent SEC and the Formation of College Athletic Conferences," *Alabama Review*, Vol. 68, 2 (April 2015), 168-188.

Swanson, Ryan and Anastasia Samaris, et al. "The Shark in the Vitrine: Experiencing our Practice From the Inside Out with Transdisciplinary Lenses," *Journal of Transformative Education*, Vol. 12, 4 (October 2014), 368-388.

Swanson, Ryan. "American Sport: The Interwar and Post-World War II Eras, 1920-1960," in *A Companion to American Sport History* (New York: Wiley-Blackwell, June 2014), 60-83.

Swanson, Ryan. "A Relationship Analysis: A Professor, 500 Students, and an Assigned Textbook," *The History Teacher*, Vol. 47, No. 2 (February 2014), 289-302.

Swanson, Ryan, "Andrew Johnson and His Governors: An Examination of Failed Presidential Leadership," *Tennessee Historical Quarterly*, Vol. 71, No. 1 (Spring 2012), 16-45.

Swanson, Ryan. "At Play on the Homefront: Rationalizing Baseball during the Civil War," in Zoe Trodd and Maggi Morehouse, eds., *Civil War America: A Social and Cultural History*, (New York: Routledge Press, 2012), 253-261.

Swanson, Ryan. "I Was Never a Champion at Anything:' Theodore Roosevelt's Complex and Contradictory Record as America's 'Sports President,'" *Journal of Sport History*, Vol. 38, No. 3, (Fall 2011), 401-422.

Swanson, Ryan. "Bases Loaded: Race, Reconstruction, and Baseball, Washington, D.C. (1865-1877)," in William M. Simons, ed., *The Cooperstown Symposium on Baseball and American Culture, 2003-2004* (Jefferson, NC: McFarland Press, 2005), 51-67.

Swanson, Ryan. "Lincoln: Liberator or Tyrant?" *The Welebaethan Journal of History, 2001* (Fullerton, CA: Theta Pi Chapter of Phi Alpha Theta, 2001). Swanson -

*References and full publication/teaching record available upon request.

Book Projects Under Contract:

Swanson, Ryan and Wiggins, David (eds), *"The World Aint All Sunshine and Roses:" The History of Philadelphia Sport*, under contract, University of Arkansas Press, Forthcoming 2016.

Wiggins, David and Ryan Swanson (eds), *Sport Behind Segregated Walls*, Project under contract, University of Arkansas Press, Forthcoming 2016.

Forthcoming/Under Review

Swanson, Ryan. "Renting the Taj Mahal to a Hobo Convention: The Depressing History of Stadiums in Washington DC," in *DC Sports: A Century in Transition* (Fayetteville, AR, University of Arkansas Press, Forthcoming 2015)

Swanson, Ryan. "Cleaning Up the Wild and Wooly West:' The Washington Nationals' 1867 Baseball Tour," under peer review.

Swanson, Ryan. "Teaching Sports History," in *The Routledge History of American Sport* (New York: Routledge Press, Forthcoming), in progress.

Book Reviews

Swanson, Ryan. "Book Review: *The First American Grand Prix: The Savannah Auto Races, 1908-1911*," by Tanya A. Bailey. *The Journal of Southern History*. Forthcoming 2015.

Swanson, Ryan. "Book Review: *The Struggle for Equality: Essays on Sectional Conflict, the Civil War, and the Long Reconstruction*," edited by Orville Vernon Burton, Jerald Podair, and Jennifer L. Weber. *Tennessee Historical Quarterly*, 2012.

Swanson, Ryan. "Chasing Moonshine and Creating NASCAR," Book Review: *Real Nascar: White Lightning, Red Clay, and Big Bill France* by Daniel Pierce. *Florida Historical Quarterly*, Vol. 89, No. 1 (Summer 2010), 129–131.

Swanson, Ryan. "Review Essay: From Abolition to Rights for All: *The Making of a Reform Community in the Nineteenth Century* by John T. Cumbler and *Emancipation's Diaspora: Race and Reconstruction in the Upper Midwest* by Leslie A. Schwalm." *H-Civil War*, August, 2010.

Swanson, Ryan. "An International Community of Slaveholders," Book Review: *American Mediterranean: South Slaveholders in the Age of Emancipation* by Matthew Pratt Guterl. *H-Civil War*, September 2009.

Invited Lectures

"Picking the Right Rivals: The Formation of Southern University Athletic Conferences during the Gilded Age," Invited Lecture, Francis S. Summersell Center for the Study of the South, University of Alabama, September 28, 2012. (Funded)

"Abraham Lincoln Scholarship Over the Last 20 Years: Where Are We Now?" Invited Panelist, *Ronald Rietveld Lecture*. California State University, Fullerton, May 16, 2009. (Funded)

COURSES TAUGHT (selected)

Honors College Courses Taught

The Legacy of the Civil War; Sport in American History and Society; Baseball: America's National Pastime?; College Athletics: History, Ideals, Realities; The Student Athlete Experience

Undergraduate Research Supervised

Austin Miller, UNM Honors College, Bachelor of Arts, Senior Project, Fall 2014-Spring 2015

AWARDS/FELLOWSHIPS

Research Allocation Committee Grant, UNM, 2014-2015, \$4,496.

Scholars of Studying Teaching Collaborative, E-Learning Grant, GMU, 2012-2014, \$25,000.

Term Faculty Teaching Development Grant, GMU, 2012-2013, \$2,000

Marygold Walsh-Dilley

Honors College MSC06 3890 1 University of New Mexico Albuquerque, NM 87131

Phone: (505) 277-2170 | Email: marygoldwd@unm.edu

EDUCATION

2012 PhD Cornell University, Development Sociology
2005 MS Cornell University, Applied Economics and Management
1999 BA Reed College, International and Comparative Policy Studies

PROFESSIONAL APPOINTMENTS

2015- Assistant Professor of Social and Behavioral Sciences, Honors College and Department of Sociology (by courtesy); Faculty Affiliate with Department of Geography and the Latin American and Iberian Institute; University of New Mexico
2012-14 Postdoctoral Associate, Department of Development Sociology and the Atkinson Center for a Sustainable Future, Cornell University

PUBLICATIONS (selected)

Peer Reviewed:

Forthcoming S. Keene, M. Walsh-Dilley, W. Wolford and C. Geisler. "A View From the Top: Examining Elites in Large Scale Land Deals". *Canadian Journal of Development Studies* 36(2).
Forthcoming M. Walsh-Dilley and W. Wolford. "Social Mobilization and Food Security: The Contribution of Organized Civil Society to Hunger Reduction Policies in Latin America", Chapter 15 in D.E. Sahn, ed. *The Fights Against Hunger and Malnutrition: The Role of Food, Agriculture, and Targeted Policies*. London: Oxford University Press.
2014 B. McKay, R. Nehring, and M. Walsh-Dilley (authors listed alphabetically – equal contribution). "The 'State' of Food Sovereignty in Latin America: Political Projects and Alternative Pathways in Venezuela, Ecuador, and Bolivia". *Journal of Peasant Studies* 41(6): 1175-1200.
2013 M. Walsh-Dilley. "Negotiating Hybridity in Highland Bolivia: Moral Economy and the Expanding Market for Quinoa". *Journal of Peasant Studies* 40(4): 659-682.
2012 M. Walsh-Dilley. "Indigenous Reciprocity and Globalization in Rural Bolivia". *Grassroots Development* 33: 58-61.
2009 M. Walsh-Dilley. "Localizing Control: Mendocino County and the Ban on GMOs". *Agriculture and Human Values* 26(1): 95-105.

Edited Volumes – Guest Editor:

Forthcoming S. Keene, M. Walsh-Dilley, and W. Wolford (eds.). Elites in Global Land Deals. *Canadian Journal of Development Studies* 36(2).
2009 M. Walsh-Dilley, E. Edmunds, and M.J. Pfeffer (eds.). Civic Alternatives in Rural Development. *Agriculture and Human Values* 26(1).

COURSES TAUGHT (selected)

University of New Mexico – Honors College

UHON 204-004 Individual and Collective: Understanding Social Change (F 2015)
UHON 401-003 Indigenous Peoples and Globalization (F 2015)
UHON 302-014 Food & Society: Why we eat what we do, and why it matters (Sp 2015)

Cornell University – Department of Development Sociology

DSOC 6030 Classical Sociological Theory (Sp 2014)
Medicine, Technology, Women and Power (F 2010; Sp 2011; F 2011)

ACADEMIC HONORS AND AWARDS (selected)

- 2014 Faculty Mentorship Award, Development Sociology Graduate Student Association
 2012 Philip Taietz Prize for outstanding graduate student paper, Department of Development Sociology, Cornell University (“Negotiating Hybridity: Moral Economy and Market Integration in Rural Bolivia”)
 2012 Winner, Juried Paper Competition for IAF Fellows, *Grassroots Development: The Journal of the Inter-America Foundation* (“Indigenous Reciprocity and Globalization in Rural Bolivia”)
 2011 James F. Slevin Assignment Sequence Prize, John S. Knight Institute, Cornell University

FELLOWSHIPS AND GRANTS

- 2015 Honors Research Institute student research grant, Honors College, University of New Mexico
 2011 Agriculture and Rural Transformation Fellowship, Atkinson Center for a Sustainable Future, Cornell University
 2010-11 Instructor Fellowship, Knight Institute for Writing In the Disciplines, Cornell University
 2011 Provost Diversity Fellowship, Cornell University Graduate School
 2009 Future Faculty Fellowship, Center for Teaching Excellence, Cornell University
 2007-08 Grassroots Development Fellowship for dissertation research, Inter-American Foundation
 2006-07 Mellon-Sawyer Graduate Fellowship, Mellon-Sawyer Seminar on Social Movements and Regime Change in Eastern Europe and Latin America, Cornell University
 2006 Summer Foreign Language and Area Studies Fellowship (Quechua), US Department of Education
 2006 Summer Research Travel Grant, Department of Development Sociology
 2006 Alternate Candidate, Jacob K. Javitz Fellowship, US Department of Education
 2005-06 Foreign Language and Area Studies Fellowship (Quechua), US Department of Education
 1999-00 Junior Fellowship, Carnegie Endowment for International Peace, Washington, DC.

ACADEMIC SERVICE (selected)

- 2015-17 Mellon-Mays Undergraduate Fellowship Faculty Advisory Board, University of New Mexico
 2014 Consultant for the High Level Panel of Experts on Food Security and Nutrition to the UN Commission on World Food Security, on Critical and Emerging Issues for Food Security and Nutrition. Thematic area “Equitable and inclusive policy and technology formation that attends to structural difference and discrimination” (with Wendy Wolford)

Manuscript Review:

GEOFORUM (1-2015)

Third World Quarterly (1-2014)

Agricultura Tropica et Subtropica (1-2014)

Agriculture and Human Values (1-2010)

UNM Honors College
Academic Program Review

Appendix N
Part-time Faculty CVs

Megan B. Abrahamson

CURRICULUM VITAE

315 Richmond Dr. SE Albuquerque, NM 87106

(505) 506-1841 maeglin@unm.edu maeglinabrahamson@gmail.com

EDUCATION

MA in English with a concentration in Medieval Studies May 2014
University of New Mexico

BA in English and History with a minor in Medieval Studies May 2011
UNM, *Summa Cum Laude* with International Distinction

Study Abroad Exchange Program at the University of Aberdeen, UK 2009-2010

ACADEMIC APPOINTMENTS

Term Faculty Teaching Position, UNM 2014-2015

Medieval Outreach Fellowship, UNM 2013-2014

Graduate Assistantship, UNM Spring 2014
Teaching Assistant to visiting scholar Dr. Geoffrey Russom

Graduate Student Teaching Assistantship, UNM 2011-2014
Instructor of Record

AWARDS

Nominated, Core Writing Award: Outstanding Student Teacher, UNM May 2014

Office of Graduate Studies RPT Grant Recipient, UNM Spring 2014

English Department Student Travel Grant Recipient, UNM Spring 2014

Medieval Studies Student Association Recognition of Service 2011-2013, UNM Spring 2014

Alexi Kondratiev Award for the Best Student Paper Presented at Mythcon, Summer 2013
Mythopoeic Society

Nominated, Core Writing Award: Outstanding Student Teacher, UNM May 2013

Core Writing Award: Best 220 Sequence, UNM May 2013

Reba Rutz Beidleman Scholarship Recipient, UNM 2011-2012

Summa Cum Laude Graduation Speaker at Honors Graduation Ceremony, UNM
May 2011

Joseph B. Zavadil Award for studies in Chaucer and Arthurian Literature, UNM
Spring 2009

Outstanding Junior Honors Student Award, UNM

Spring 2009

PUBLICATIONS

“J.R.R. Tolkien, Fanfiction, and ‘The Freedom of the Reader.’” *Mythlore* Vol. 32, No. 1
(Fall/Winter 2013): 53-72.

“‘A Long Time Ago, in a Britain Far, Far Away’: The Arthurian Influences on *Star Wars*.” *Best Student Essays*: Vol. 20, No. 2 (2008): 10-15.

“Forging Greed, Hope, and the One Great Work in Middle-earth.” *The Grey Book: Online Journals of Middle-earth*. Vol. 3 (Spring 2007).

Honors Senior Teaching Capstone UHON 222: “J.R.R. Tolkien’s Legacy”

Spring 2011

Co-Taught with Dr. Leslie Donovan with Fall 2010 prep

Megan Abrahamson’s Narrative

Megan B. Abrahamson is an alumna of UNM and the Honors College (although then the Honors Program), and taught her first class in Honors as her senior capstone project with Dr. Leslie A. Donovan. This semester she is very much enjoying teaching a Rhetoric and Discourse class on media fandom and fanfiction, where students have the opportunity to produce a creative fanwork and then analyze their own text as a piece of literature. Megan believes that the best way for students to learn is for them to have fun learning, and the Honors College is place that most allows for this kind of creative education—after all, enjoying the pursuit of knowledge for its own sake is a lesson that lasts a lifetime.

Andrew Ascherl

EDUCATION

University at Buffalo: PhD, Comparative Literature, 2005-2012

University of New Mexico: MA, Comparative Literature & Cultural Studies, thesis passed with distinction, 2004-2005

University of California Humanities Research Institute, University of California, Irvine: Seminar in Experimental Critical Theory I: "Psychoanalysis, Politics, and the Event," (with J. Copjec, M. Dolar, P. Hallward, E. Santner, S. Žižek, A. Zupančič, et al.), 2004

University of New Mexico: BUS, Interdisciplinary Studies, Cum Laude, 2001-2003

Casa Xelajú, Quetzaltenango, Guatemala: Spanish Language and Latin American Literature, 2000-2001

PUBLICATIONS

Book Manuscript

To Have Done With Finitude: Transnational Mexican Narrative After 1968 (anticipated completion: 2014)

Articles

"Desde el tercer espacio hasta la infrapolítica: La obra de Alberto Moreiras." *Papel Máquina: Revista de cultura* (2014, forthcoming).

"Infrapolitics and the (Non)Subject: On Ethics, Politics, and Radical Alterity." *CR: The New Centennial Review*, 13, no. 2 (2013): 179-202.

"'The Hybrid Moment of Political Change': Voice, Identity and Resistance in *Salt of the Earth*." *McNair/Research Opportunity Program Journal*, Vol. 3 (2004).

Book Reviews

Marx and Freud in Latin America: Politics, Psychoanalysis, and Religion in Times of Terror, by Bruno Bosteels. In preparation for *Historical Materialism: Research in Critical Marxist Theory* (Forthcoming).

The Mathematics of Novelty: Badiou's Minimalist Metaphysics, by Sam Gillespie. *Umbr(a): A Journal of the Unconscious: Utopia* (2008): 150-153.

The Act of Being: The Philosophy of Revelation in Mullā Sadrā, by Christian Jambet. *Umbr(a): A Journal of the Unconscious: Semblance* (2007): 168-170.

TEACHING EXPERIENCE

University of New Mexico, University Honors College, Visiting Lecturer

University of New Mexico, Dept. of English Language and Literature, Adjunct Lecturer II

University at Buffalo, English Department, Graduate Instructor

University of New Mexico, Women Studies Program, Graduate Assistant

GRANTS, HONORS, AND AWARDS

Professional Travel Grant, University College, University of New Mexico (2013)

Department of Comparative Literature Graduate Student Retention Fellowship, University at Buffalo (2006) Presidential Fellowship and Teaching & Tuition Fellowship, University at Buffalo (2005-2008)

M.A. Thesis Defense Passed with Distinction, University of New Mexico (2005) Graduate Research, Project, and Travel Grant, University of New Mexico (2005)

Full Tuition Fellowship, Summer Seminar in Experimental Critical Theory, University of California

Humanities Research Institute (2004).

Ronald E. McNair Post-Baccalaureate Achievement Program Intern, University of New Mexico (2002)

PROFESSIONAL MEMBERSHIPS

Modern Language Association, Latin American Studies Association, American Comparative Literature Association

LANGUAGE SKILLS

English: Native fluency

Spanish: Near-native fluency

Portuguese: Good reading and basic speaking ability

French: Basic reading and speaking ability.

German: Basic writing, reading, and speaking ability

SHAWN LECORD BERMAN

University of New Mexico
R.O. Anderson Schools of Management

505-277-1792
fax: 505-277-7108

Professional Experience:

Associate Professor of Business and Society, University of New Mexico, 2007-present.

Assistant Professor of Management, Santa Clara University, 2001-2007.

Assistant Professor of Management Policy, Boston University, 1998-2001.

Education:

University of Washington, Seattle, Washington, Strategic Management, Ph.D., 1998

Occidental College, Los Angeles, California, Mathematics, A.B., 1989

Selected Honors and Awards:

Distinguished Teaching Fellow, UNM Honors College, 2014-2015

Senior Fellow, Olsson Center of Applied Ethics, Darden School, University of Virginia, 2012-present

Anderson School of Management Alumni Endowed Professorship, 2012-2015

Division Chair, Social Issues in Management division of the Academy of Management, 2011-2012

UNM Bill Daniels Ethics Fellow, 2011-present

International Association of Business and Society, Best Paper Award, for the organization's journal, *Business and Society*, for the years 2000 – 2010

Fellow, Olsson Center of Applied Ethics, Darden School, University of Virginia, 2005-2012

Ascendant Scholar, Western Academy of Management, 2004

Finalist, Best Paper, *The Academy of Management Journal*, 2003

Finalist, Best Dissertation Award, Social Issues in Management Division, Academy of Management, 2000

Selected Publications (Google Scholar Citations as 3/7/2014):

Ray, D., **Berman, S.L.**, Johnson-Cramer, M.E, and Van Buren III, H.J. *Forthcoming*. The search for a religiously grounded normative core for stakeholder theory. *Journal of Management, Spirituality, and Religion*.

Berman, S.L. and Johnson-Cramer, M.E. *Forthcoming*. Stakeholder Theory: Seeing the Field through the Forest. *Business & Society*.

Westermann-Behaylo, M., **Berman, S.L.**, and Van Buren III, H.J. *Forthcoming*. The Influence of Institutional Logics on Corporate Responsibility towards Employees. *Business & Society*. Published online March 28, 2013. DOI: 10.1177/0007650313476934

Phillips, R.A., **Berman, S. L.**, Elms, H. and Johnson-Cramer, M.E. 2010. Stakeholder Theory And Managerial Discretion. *Strategic Organization*, 8: 176-183.

J.E. Mattingly and **Berman, S.L.** 2006. Measurement of Corporate Social Action: Discovering Taxonomy in the Kinder, Lydenburg, Domini Ratings Data. *Business & Society*, 45: 20-46. (193 cites)

Berman, S.L., Down, J., and Hill, C.W.H., 2002. Tacit Knowledge As A Source Of Competitive Advantage In The National Basketball Association. *The Academy of Management Journal*, 45: 13-31. (402 cites)

Rowley, T. and **Berman, S.L.** 2000. A Brand New Brand of Corporate Social Performance. *Business & Society*, 39: 397-418. (514 cites) Winner of the International Association of Business Society award for Best Paper of the Decade, 2000-2010.

Berman, S.L., Wicks, A.C., Kotha, S.K., and Jones, T.M. 1999. Does Stakeholder Orientation Matter? An Empirical Examination of the Relationship Between Stakeholder Management Models and Firm Financial Performance. *The Academy of Management Journal*, 42: 488-506. (1342 cites).

Wicks, A.C., **Berman, S.L.**, and Jones, T.M. 1999. Toward a Conception of Optimal Trust: Moral and Strategic Implications. *The Academy of Management Review*, 24: 99-116. (616 cites)

Manuscripts under review and invited for revision:

"Doing More With Less? A Macro Perspective," with Jeffrey S. Harrison. Revise and resubmit at the *Journal of Business Ethics*.

"Institutional Support and Inter-Organizational Cooperation: A Computational Experiment," with James Kitts, Thomas M. Jones, and William A. Felps. Revise and resubmit at *PLOS ONE*.

"Mary Parker Follett, the abdication of managerial responsibilities, and the future of capitalism," with Harry Van Buren. . Revise and resubmit at *Futures*.

STEVE BREWER

Steve Brewer is the author of more than 25 books, including the Bubba Mabry mysteries and the recent crime novels A BOX OF PANDORAS and LOST VEGAS.

The first Bubba book, LONELY STREET, was made into a 2009 Hollywood comedy starring Robert Patrick, Jay Mohr and Joe Mantegna.

In 2013, Random House imprint Alibi announced a three-book deal with Brewer. The trilogy, published under the pen name Max Austin, started in April 2014 with DUKE CITY SPLIT. DUKE CITY HIT came out in December 2014, and DUKE CITY DESPERADO is slated for June 2015.

Brewer teaches part-time in the Honors College at the University of New Mexico. He's taught classes at the Midwest Writers Workshop, SouthWest Writers and the Tony Hillerman Writers Seminar, and regularly speaks at mystery conventions. He was toastmaster at Left Coast Crime in Santa Fe, NM, in 2011.

He served two years on the national board of Mystery Writers of America and twice served as an Edgar Awards judge. He's also a member of International Thriller Writers and SouthWest Writers.

A graduate of the University of Arkansas-Little Rock, Brewer worked as a daily journalist for 22 years, then wrote a weekly syndicated column for another decade. The columns produced the material for his humor book TROPHY HUSBAND.

More at www.stevebrewer.us.com and www.stevebrewer.blogspot.com.

BY STEVE BREWER

"Lonely Street," 1994, Pocket Books

"Baby Face," 1995, Pocket Books

"Witchy Woman," 1996, St. Martin's Press

"Shaky Ground," 1997, St. Martin's Press

"Dirty Pool," 1999, St. Martin's Press

"End Run," 2000, Intrigue Press

"Crazy Love," 2001, Intrigue Press

"Cheap Shot," 2002, Intrigue Press

"Trophy Husband," 2003, University of New Mexico Press

"Bullets," 2003, Intrigue Press

"Fool's Paradise," 2003, UNM Press

"Boost," 2004, Speck Press

"Sanity Clause," a novella, in "The Last Noel," 2004, Worldwide

"Bank Job," 2005, Intrigue Press

"Whipsaw," 2006, Intrigue Press

"Monkey Man," 2006, Intrigue Press

"Payoff," a short story in the anthology "Damn Near Dead," 2006, Busted Flush

"Cutthroat," 2007, Bleak House
"Limbo," a short story in the Mystery Writers of America anthology "Crimes by Moonlight,"
2010, Berkley
"Firepower," 2010, Amazon/Smashwords
"1500 Rules for Successful Living," 2011, Amazon/Smashwords
"Calabama," 2011, Amazon/Smashwords
"The Big Wink," 2011, Amazon/Smashwords
"Lost Vegas," 2011, Amazon/Smashwords
"Surf City," a short story, 2011, West Coast Crime Wave
"Party Doll," a novella, 2012, Amazon/Smashwords
"A Box of Pandoras," 2012, Amazon/Smashwords
"Showdown," a short story, 2012, Amazon
"Found Money," a short story, 2012, Amazon
"Yvonne's Gone," a short story, 2012, Amazon
"Cemetery Plot," a short story, 2013, Amazon
Writing as Max Austin:
"Duke City Split," Random House/Alibi, 2014
"Duke City Hit," Random House/Alibi, 2014

Steve Brewer's Narrative

Novelist Steve Brewer has taught in the Honors College a total of seven years, and currently teaches a 200-level writing seminar called Become a Better Writer and a 300-level Meet the Authors class. In the past, he's taught classes on such topics as film noir, neo-noir film and fiction, American detective fiction in the 20th Century, and American humorists.

JEAN-LUC CARTRON

Current Affiliations

Director of the New Mexico Office of the Drylands Institute.
Research Assistant Professor of Biology, University of New Mexico.

Education / Training

Ph.D., Biology, emphasis in Ecology, University of New Mexico, Albuquerque, 1995
M.D., Medicine, emphasis in Family Practice, University of Paris; Val de Marne, France, 1991

Research Interests

Conservation biology and the impact of industries on species and ecosystems.
Raptor ecology and conservation
Conservation of carnivores in the Southwest
Macroecology
Riparian ecosystems

Courses taught at the University Level

Conservation Biology
Conservation Science
Introductory Biology
Cell Biology
Microbiology
Vertebrate Zoology

Books

Cartron, J.-L. 2015. *La Vie de Marcel Chichery, Déporté Poitevin Disparu en Déportation en 1945*. Geste Editions, la Crèche, France.

Cartron, J.-L. E. (ed.). 2010. *Raptors of New Mexico*. University of New Mexico Press, Albuquerque.

Cartron, J.-L. E., D. C. Lightfoot, J. E. Mygatt, S. L. Brantley, and T. K. Lowrey. 2008. *A Field Guide to the Plants and Animals of the Middle Rio Grande Bosque*. University of New Mexico Press, Albuquerque.

Cartron, J.-L. E., G. Ceballos, and R. S. Felger (eds.). 2005. *Biodiversity, Ecosystems, and Conservation in Northern Mexico*. Oxford University Press, New York.

Select Journal Publications (after 2002)

Cartron, J.-L. E., D. M. Finch, D. L. Hawksworth, and S. H. Stoleson. 2013. Nesting ecology and nest success of the Blue Grosbeak along two rivers in New Mexico. *Western Birds* 44:33-44.

Boyer, A., J.-L. E. Cartron, and J. H. Brown. 2010. Interspecific pairwise relationships among body size, clutch size, and latitude: deconstructing a macroecological triangle in birds. *Journal of Biogeography* 37:47-56.

Cartron, J.-L. E., L. A. Sager, Jr., and Hira A. Walker. 2009. Notes on some breeding raptors of central and northern Lea County, New Mexico. *New Mexico Ornithological Society Bulletin* 37: 7-14.

Cartron, J.-L. E., D. L. Hawksworth, and D. M. Finch. 2008. First records of the Brown Creeper breeding along the Middle Rio Grande in central New Mexico. *Western Birds* 39: 176-178.

Henny, C. J., D. W. Anderson, A. Castellanos Vera, and J.-L. E. Cartron. 2008. Region-wide trends of nesting Ospreys in northwestern Mexico: a three decade perspective. *Journal of Raptor Research* 42: 229-242.

Cartron J.-L. E., and D. W. Stahlecker. 2007. Barn owl (*Tyto alba*) use of cisterns as nest sites in New Mexico. *New Mexico Ornithological Society Bulletin* 35: 91-95.

Cartron, J.-L. E., M. D. Means, D. L. Hawksworth, and D. M. Finch. 2007. Colonization of the eastern bluebird along the Middle Rio Grande in New Mexico. *Western Birds* 38: 206-215.

Manzano-Fischer, P., G. Ceballos, R. List, and J.-L. E. Cartron. 2006. Avian diversity in a priority area for conservation in North America: the Janos - Casas Grandes Prairie Dog Complex and adjacent habitats in northwestern Mexico. *Biodiversity and Conservation* 15: 3801-3825.

Cartron, J.-L. E., P. J. Polechla, Jr., and R. R. Cook. 2004. Prey of nesting ferruginous hawks in New Mexico. *Southwestern Naturalist* 49:270-276.

Cartron, J.-L. E., M. C. Molles, Jr., J. F. Schuetz, C. S. Crawford, and C. N. Dahm. 2003. Ground arthropods as potential indicators of flooding regimes in the riparian forest of the Middle Rio Grande, New Mexico. *Environmental Entomology* 32: 1075-1084.

Cook, R. R., J.-L. E. Cartron, and P. Polechla, Jr. 2003. The importance of prairie dogs to nesting ferruginous hawks in grassland ecosystems. *Wildlife Society Bulletin* 31:1073-1082.

Johnson R. R., J.-L. E. Cartron, L. T. Haight, R. B. Duncan, and K. J. Kingsley. 2003. The cactus ferruginous pygmy-owl in Arizona, 1872-1971. *Southwestern Naturalist* 48:389-401.

Cartron, J.-L. E., and M. C. Molles, Jr. 2002. Osprey diet along the eastern side of the Gulf of California. *Western North American Naturalist* 62: 249-252.

Jean-Luc Cartron's Narrative

A UNM graduate, Jean-Luc Cartron, Ph.D., is a research assistant professor of biology with broad research interests in conservation biology, macroecology, raptor ecology, and health sciences. He has also published a book on his grandfather, a French biology and geology professor and Resistance fighter during WWII. He taught a conservation biology in the Honors Department in the spring of 2014 and will be teaching a course on the Natural History of the Southwest in the fall.

MARGO CHÁVEZ-CHARLES
margocc2126@yahoo.com

More than thirty years of experience, in this country and abroad, in language and education fields. Primary skills include teaching interdisciplinary subject matter, language teaching, curriculum design, training, program design and administration, and communication.

EDUCATION

- 1987 M.A. Liberal Education, St. John's College, Santa Fe, New Mexico
- 1975 M.A.T. English as a Second Language (ESL) and French, School for International Training, Brattleboro, Vermont
- 1972 Certificate, French Language, Institut des Professeurs de Francais a l'Etranger, Paris, FRANCE
- 1971 B.A., English (Honors), New Mexico State University, Las Cruces

PROFESSIONAL EXPERIENCE AND JOB HISTORY

TEACHING / TRAINING / CURRICULUM DESIGN

Instructor, Honors College, University of New Mexico, Albuquerque, NM; the Honors College offers interdisciplinary courses for superior students

*See below for course titles. 1997 to present

Spanish or French Instructor, Santa Fe Community College, Santa Fe, NM, 1996 to 2008

Spanish or ESL instructor, Plaza Resolana, Santa Fe, NM and Ghost Ranch, Abiqui, NM. 1993, 1994, 1996, 1997, 1998, 1999, 2000, 2002, 2004, 2005, 2011, 2012, 2013

Education Consultant; contracted by the Idaho Department of Education to consult with School districts regarding ESL programs and to present workshops during Migrant Education conference in Idaho. March 1993

Fulbright Award Grantee: Teacher/Trainer/Guest Lecturer, Sicily, ITALY; presented Workshops at ESL training programs across Sicily January – June 1989

ESL instructor in the following countries: from 1975 to 1989: Indonesia, France, Bolivia, Mexico, Italy

ADMINISTRATION / SUPERVISION / PROGRAM DESIGN

Program Director, *CONEXIONES* Program, University Honors Program, University of New Mexico, Albuquerque, NM; developed and administered on-site session of Language and Culture Study programs in SPAIN or MEXICO or NICARAGUA Summer 1993, 1994, 1995, 1999, 2004, 2005, 2007, 2008, 2010, 2011, 2013; Co-director in 1997, 2003, 2005, 2009, 2015 and Fall 2001

Program Coordinator/teacher, Ghost Ranch and Plaza Resolana, NM; Intensive ESL/Spanish Summer 1993

State Consultant, Modern and Classical Languages, Department of Education, Santa Fe, NM 1990-1993

LANGUAGES

Fluent in English, Spanish, French. Command of Italian

AWARDS AND HONORS

Fulbright Lectureship Award, ITALY, January to July, 1989

Phi Kappa Phi, Academic Honor Society, elected 1970

PUBLICATIONS

"Manina" and "Je Reviens": in *Las Mujeres Hablan*, an anthology of Latina writing, University of New Mexico Press, 1988

"Rhythm and Blues" and "The Grammar of Hope": two poems published in *Just Outside the Frame*, Tres Chicas Books, Santa Fe, 2005

Margo Chávez-Charles Narrative

Since 1997 I have had the privilege of being an adjunct instructor in the Honors College. My first collaboration with the Honors College began earlier, in 1986, working with *Conexiones*, the summer intensive language and culture study program in Mexico, under the leadership of Dr. Michael Thomas, my colleague in the Honors College. My investment with *Conexiones* has continued to this day, but at that time, I traveled to Morelia, Michoacán to organize English classes for our host families, an innovation in the program intended to give back something to the communities that did so much for our students. Subsequently I began to teach classes in the Honors College, at first one a semester, until I became a regular member of the Honors community/family. Now I regularly teach two classes each semester, as well as directing or co-directing *Conexiones* programs in the summer. In 1995 our former Director, Dr. Rosalie Otero initiated a program in Spain that was so successful that we began to alternate summers in Latin America and in Spain. I have been a part of every Spain program; this summer will be my eleventh Spain program. I have participated in six Latin America programs in Mexico or Nicaragua, either as director or teacher. In 2011 the *Conexiones* Program was honored with the "Provost's Special Program Award for International Excellence."

My interest in interdisciplinary and experiential education extends beyond these international programs. I have brought my interest and expertise to organizing several classes with the same experiential component. One class, "Crossing Borders" studied issues of the US/Mexico border and, at the end of the semester took students for six days of field study in Ciudad Juarez/El Paso, TX/Las Cruces, NM. Another class, "Destination Albuquerque" took the same model of deep exploration of a site to explore UNM and Albuquerque. In addition to these courses, I regularly teach classes related to American History and Literature or Intercultural Communication. Some of these classes have been: "Dissent and Democracy," "Hidden Histories: Untold Stories," "War Cry," and "Through Another's Eyes: Exploring the Cross-Cultural Experience." I have been lucky to teach courses that I create, under supportive leadership, and with gifted and committed students.

Kathryn Collison
malakuvenus@hotmail.com

Education

Master of Fine Arts in Creative Writing (emphasis in poetry)

June 2006 Inland Northwest Center for Writers, Eastern Washington University

Bachelor of Arts in English

May 2003 University of New Mexico

Teaching Experience

Adjunct Part-Time Faculty

Fall semester 2007 to current University Honors College, UNM

- Served as Master Teacher Spring 2010 to Spring 2011
- Served as *Scribendi* Faculty Advisor (Fall 2007 to Spring 2008)
- Courses (all developed by instructor) include The Art of Translation: Literature as Art, Film, and Music (200 level); Questioning Authority: Literature, Film, and Subversion (200 level); Legacy of the Family Story (now entitled Legacy of Storytelling: Familial Ties; 100 level); Legacy of Rites of Passage (now entitled Legacy of Exploration: Rites of Passage and Coming of Age Journeys; 100 level)

Creative Writing Practitioner Faculty

January 2009 to current University of Phoenix

Composition and Literature Internship Comp 201 and Lit 101

Spring quarter 2005, Spokane Community College, Spokane, WA

Poetry Slam Workshop Co-Instructor for GetLit!

2006 Winter quarter 2005, Central Valley High School

Creative Writing Co-Instructor Oct. 2004 to Dec. 2005, Airway Heights Corrections Center via Eastern Washington University's Writers in the Community

University Honors Program Co-Instructor Senior Project

Fall semester 2002, University Honors Program, UNM

Publishing/Editing Experience

***Scribendi* Faculty Advisor**

Aug. 2007 to May 2008 University of New Mexico University Honors Program

***Inroads* Literary Magazine Editorial Board**

Jan. 2006 to June 2006 Eastern Washington University Writers in the Community

***Inroads* Literary Magazine Assistant Managing Editor**

Jan. 2005 to June 2005 Eastern Washington University Writers in the Community

***Scribendi* Staff Member**

Fall 2001 to Spring 2002

Publications

“Marriage and Immigration” in *New Works Review*, Spring 2006

“Nagoya to Hawaii, 1953” in *The Pedestal Magazine*, Thirtieth Issue 2005

“The Offering” in *The Furnace Review*, Fall 2005 Anniversary Edition

“Broken Bullet-Proof Vests” in *The Pedestal Magazine*, The Political Anthology 2004

“Saying Goodbye” in *Albuquerque Tribune*, April 2002

Awards

Graduate Assistantship 2005-2006

Community Partnership Program/State of WA Department of Corrections

Outstanding Voluntary Service Award 2005 & 2006

WICHE Fellowship 2004-2005

Phi Kappa Phi Local Chapter Scholarship 2003

Golden Key Scholarship 2003

Katherine Simons Memorial Scholarship 2001-2002

Board of Regents' Scholarship 1999-2003

University Service/Conferences

“In the Name of the Mother,” Outstanding Presentation Award

May 17, 2006 The 9th Annual Graduate and Undergraduate Student Research and Creative Works Symposium Eastern Washington University, Cheney, WA

Regents' Scholarship Selection Committee Member Feb. 2004, University of New Mexico

Narrative

I've been teaching in the Honors College since 2007 where I served as the faculty advisor for *Scribendi* and taught a freshmen Legacy course. Serving as a faculty advisor allowed me to connect to students and work closely with them. I was able to mentor them on an astonishingly deep level, and it was immensely rewarding. Working with freshmen in that first Legacy also made me realize how important it is to guide students through the transition to college. I very much enjoyed being able to help in this capacity.

Since then, I've only gotten to interact with students in more depth. Along with typical in-class interactions, writing numerous letters of recommendation, and reading/editing/proofing letters of intent, I've been a Master Teacher and have assisted students (especially freshmen as I wrote above) with transitioning to college and then to graduate school programs. I have also had an Independent Study student. I've fostered relationships with students and helped them in whatever ways possible—whether that be answering questions, guiding them toward scholarships, internships, or other opportunities, or helping them make appointments in the counseling center. I hope students know that I, like any Honors College faculty member, am there for them.

Juliette Cunico

juliette@unm.edu

University Honors College, University of New Mexico Main Campus.
University of New Mexico Valencia Campus Department of English, Los Lunas, NM

EDUCATION

Ph.D., Shakespeare, Renaissance Drama, Renaissance Literature, Medieval Literature,
University of New Mexico, 1991

M.A., Speech-Language Pathology and Related Fields, University of New Mexico, 1968

B.A., Speech and English, Psychology minor, Classroom Teacher Certification Grades 7-12,
University of New Mexico, 1964

DISSERTATION

"Audience Attitudes Toward Suicide in Shakespeare's Tragedies."

RESEARCH INTERESTS

Old and New World Connections in Renaissance Drama and Shakespeare, Old and Middle
English, New Mexico Folklore, Eschatology in Fine and Performing Arts and Literature

LANGUAGES

Spanish (reading and speaking proficiency); French, Latin, Old English, Provençal (Old
Occitan), Old Norse (Icelandic), some New Testament Greek

PUBLICATIONS

**Numerous. Books (2), Articles, Indices, Conference Papers, Essays, Book Reviews,
and Videos**

WORKS IN PROGRESS: Books-*A Frenchman's Odyssey: The Coulloudon Letters*; **Articles**
"Morris, Matachines and Shakespeare" (circulating) **Articles:** "Jonson's *Masque of
Blacknesse* and Shakespeare's *Othello*." *Ben Jonson Journal*. "La Danza de Moros y Cristianos:
The Old World and the New." For the Association for Theatre in Higher Education

GRANTS AND AWARDS

Summer Stipend for Research, Bradley University Office of Teaching Excellence and Faculty
Development, "Morris, Matachines, Shakespeare" project

Research Grant Award, University of New Mexico, Department of English

Fulbright Study Grant, Háskoli Institute, Reykjavík, Iceland, for intensive study of the
Icelandic language, literature, and culture

EMPLOYMENT

Faculty, Department of English and University Honors Program / College, University of New Mexico, 1996- present
Assistant Professor, Department of English, Bradley University, 1992-1996
Instructor, Freshman Learning Communities (Department of English), 1999-2001
Adjunct Faculty, University of New Mexico-North, 1998-2000
Lecturer, Department of English, University of New Mexico, 1991-92
Adjunct Faculty, University of New Mexico Valencia Campus 1991-92;
Summer Sessions, 1992, 1993, 1994, 1995; Spring, 1996-present
Consultant Speech and Language Pathologist, Vocal Point Therapies, Inc., 1990-1993
Supervisor, Master Teacher Program, Department of English, University of New Mexico, 1988-91
Teaching Assistant and Associate, Department of English, University of New Mexico, Freshman English Program, 1984-91
Instructor, UNM General Honors Program, Spring, 1987
Associate Editor, *Spirituality Today*, 1986-90
Scriptwriter/Director, Motion Picture/Video Services, Sandia National Laboratories, Summer, 1986
Theatre Arts Instructor, Albuquerque Public Schools, 1983-84
Theatre Arts Assistant, Albuquerque Public Schools, 1982-83
Instructor, Albuquerque Children's Theatre, 1979-81
Assoc. Director, Voice & Dialogue, Classics Theatre Company, 1972-84
Speech and Language Pathologist, Albuquerque Public Schools, 1968-84, 1996-2009

Juliette Cunico's Contributions to Honors

I have had the privilege of teaching in UNM Honors since the late 1980s (ABD). Since those early days, I have witnessed and been part of the Honors Program's transformation from a small but vibrant program housed in the Humanities Building to our current very own College home in the SHC.

During that time, as part of my long and varied teaching experience I have developed innovative (even for Honors) courses, mentored student teachers, directed students' and/or been a reader for Honors Senior Theses, co-directed an Honors Study Abroad course, and advised and counselled numerous individual students along the way.

I think my greatest contributions to Honors are my continued enthusiasm for improvement and change - in teaching, in course development, and in being unafraid to try new things. **Most** important, though, for our students is my ability to transfer this enthusiasm and willingness to them - to help them "think outside the box" and to dare to try something new- while at the same time maintaining high academic and personal standards, both in Honors classes and in their endeavors outside the UNM setting.

HAROLD D. DELANEY (hdelaney@unm.edu)

Business Address: Department of Psychology 505-277-5224
University of New Mexico 505-277-4121
Albuquerque, New Mexico 87131

Education

Graduate: Ph.D., 1975, University of North Carolina at Chapel Hill
Major area: Quantitative Psychology
Minor area: Computer Science

M.A., 1973, University of North Carolina at Chapel Hill

Undergraduate: A.B., 1970, Asbury College
Double major: Psychology and Mathematics

Positions Held

1975-present: Professor of Psychology (1991-present)
Interim Chair (1993-1994), Associate Chair for Undergraduate Education (1992-93,
1994-97, 2000-present),
Associate Chair for Graduate Education (1989-1991), Assistant Chair, (1985-1986),
Dept. of Psychology
Associate Professor of Psychology (1981-1991)
Assistant Professor of Psychology (1975-1981)
University of New Mexico
Fall, 2013 Visiting Professor, Institute of Psychology, Károli Gáspár University, Budapest,
Hungary
1991-92: Fulbright Senior Lecturer Award, Psychology and Research
Methodology
Eötvös Lóránd University, Budapest, Hungary.
1989-1991 Summer Faculty Researcher, Aviation Psychology
Naval Aerospace Medical Research Laboratory, Pensacola, Florida
Fall, 1984: Postdoctoral Fellow, Department of Psychology, University of
Edinburgh, Edinburgh, Scotland.

Honors

Recipient of the University of New Mexico's Outstanding Graduate Teacher of the Year Award, 1989-1990.
Recipient of Chair's Service Award, Department of Psychology, 1988, 1989, 1990.
Nominated for UNM's Blue Key and Mortar Board Award for Excellence in Undergraduate Teaching, Spring,
1987.
Highest instructor rating in the Psychology Department on the ICES standardized student evaluation of
instructors, Fall, 1985.
Nominated by 38 psychology grad students for the University of New Mexico's Outstanding Graduate Teacher
Award, May, 1980.
Elected to Membership in Sigma Xi, The Scientific Research Society of North America, 1975.

Research Activities

Books:

Maxwell, S. E., & Delaney, H. D. (2004). *Designing experiments and analyzing data: A model comparison
perspective* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates (1104 pages). [Under contract to
prepare 3rd ed. by 6/2016.]
Miller, W. R., & Delaney, H. D. (Eds.) (2005). *Judeo-Christian perspectives on psychology: Human nature,
motivation, and change*. Washington, D. C.: American Psychological Association. [Released 9/04.]

Selected Recent Publications (2013 to present):

- Vargha, A., Bergman, L., & Delaney, H. D. (2013). Interpretation problems of the partial correlation with nonnormally distributed variables. *Quantity and Quality*, 47 (6), 3391-3402.
- Delaney, H. D., Miller, W. R., & Bisonó, A. M. (2013). Religiosity and spirituality among psychologists: A survey of clinician members of APA. *Spirituality in Clinical Practice*, 1(S), 95-106. DOI: 10.1037/2326.4500.1.S.95
- Hester, R. K., Lenberg, K. L., Campbell, W., & Delaney, H. D. (2013). Overcoming Addictions, a web-based application, & SMART Recovery, an online and in-person mutual help group for problem drinkers: Part 1, three month outcomes of a randomized clinical trial. *Journal of Medical Internet Research*, 15 (7), e134. doi: 10.2196/jmir.2565. (Impact factor = 4.7).
- Hester, R. K., Campbell, W., Lenberg, K. L., & Delaney, H. D. (2013). Claiming positive results from negative trials: A cause for concern: A response to Cunningham. *Journal of Medical Internet Research*, (Impact factor = 4.7), Letter to the editor. doi:10.2196/jmir.2884.
- Emmanuel, G. R., & Delaney, H. D. (2013). Keeping faith: Factors contributing to spiritual transformation, identity, and maturity in adolescents. *Advances in the Study of Information and Religion*, 3, Article 4.
- Coulombe, P., Selig, J. A., & Delaney, H. D. (in press, 2015) Ignoring individual differences in times of assessment in growth curve modeling. *International Journal of Behavioral Development*. DOI: 10.1177/0165025415577684

Harold Delaney Narrative

Although my primary academic appointment is in the Department of Psychology, where I am a tenured full professor, I have been teaching courses in Honors regularly for 16 years. The Honors courses I have offered have been 300-level seminars that integrate perspectives from the disciplines of psychology, religious studies, and philosophy. As indicated on my curriculum vitae, I have published extensively on topics at the interface between psychology and religion. These publications have included a national survey of the religiosity and spirituality of clinical members of the American Psychological Association, and papers on the role of spirituality and other individual differences in the treatment of problem drinkers. Finally, with Distinguished Professor William Miller, I co-edited a book on *Judeo-Christian Perspectives on Psychology*, published by the American Psychological Association.

The two courses I have offered in Honors in recent years are Sigmund Freud Debates C. S. Lewis: Sexuality, Suffering, and the Meaning of Life, and The Psychology of Belief and Unbelief. Both courses have been very well received by students. For example, the mean IDEA ratings for the two most recent offerings of these courses have been, for Freud Debates Lewis: 4.9 (all ratings on a 5-point scale) for Excellent Teacher, and 4.7 for Excellent Course, and for Psychology of Belief and Unbelief: 4.9 for Excellent Teacher, and 4.9 for Excellent Course. I have typically offered these courses as face-to-face seminars, but in Spring 2013 I offered Freud Debates Lewis online for the first time on an experimental basis. The ratings just reported were for the online version. Given this was one of the first Honors seminars to be offered online, I thought it might be helpful to report the individual student comments received. The four summary comments from students included on the IDEA report were:

“I would strongly recommend this course to other Honors students.”

“Dr. Delaney made this course an absolute delight to take. His feedback throughout the semester focused my achievement goals in a positive direction and was far better than any feedback that I have received in any online course (of which I have taken many). His presentation was brilliant and the distribution of reading assignments was perfect.”

“Dr. Delaney was excellent! He was always very helpful and eager to make the experience of this online course just as fulfilling as alive in class version would have been. I learned tons over the course of the semester and remained interested in the subject matter from start to finish. I would highly recommend this class, or any other taught by Dr. Delaney to any student! It was interesting, I enjoyed it, and I am very glad I chose to take it!”

“The instructor of this class was truly remarkable. He made an effort to know students personally despite the online format. He gave quick and helpful feedback. He put work into this class and it was made evident in his students’ own interest.”

Paul David Fornell, MS, MCC, NCC, NCCC, LPCC

**1304 Lobo Place NE
Albuquerque, NM 87106
pfornell@aol.com
505-352-4231**

**c/o Health, Wellness & Public Safety
525 Buena Vista SE Abq, NM 87106
pfornell@cnm.edu
505-224-4128**

- **44 years teaching experience with high school and college students**
- **Superior ability to adapt national trends and practices to local needs**
- **Leader in student success, student persistence and graduation**
- **Professional leadership positions at the state and national level**
- **Recognized expert in ethics and professional standards**

Employment:

School Advisor, Health, Wellness and Public Safety Central New Mexico Community College, Abq, NM	2012-2015
Career and Life Planning Counselor and Coach Albuquerque, New Mexico	2010-2015
Career Counseling Manager and Counselor University of New Mexico, Albuquerque, New Mexico	2010-2011
Mental Health Counselor New Mexico Highlands University, Las Vegas, New Mexico	2009-2010
Director, Ethics and Professional Standards American Counseling Association, Alexandria, Virginia	2009-2009
Assistant Director and Career Counselor Career Development Center, California State University-Long Beach	1999-2007
Counselor, Faculty Member & Director of Guidance Services Santa Fe Community College, Santa Fe, New Mexico	1986-1997
Counselor, DeVargas Junior High School Santa Fe, New Mexico Assistant Director, Office of School Relations	1985-1986
University of New Mexico, Albuquerque, New Mexico Counselor and Faculty Member	1981-1985
Special Education Instructor and Counselor High School District 214, Arlington Heights, IL	1972-1980

Education: Master of Science in Counseling Psychology 1979
George Williams College, Downers Grove, Illinois

Bachelor of Science in Education 1972
University of Illinois, Urbana, Illinois

Publications:

Fornell, Paul, "*Service: It's the Right Thing to Do!*" in In Touch with Student Services, Vol. 9, No. 1, California State University, Long Beach, California, 2001.

Fornell, Paul, "*Power and Control: When Counselors Abuse,*" in Counseling in the 21st Century, p. 165-168, Northern California Graduate University, San Mateo, California, 1994.

Fornell, Paul and Primozic, Daniel T., "*Academic Ethics: The Student/Teacher Relationship.*" in Ethics in America, p. 278-283, California State University, Long Beach, California, 1992.

Fornell, Paul, and Lucero, Frank, Career Planning for the Liberal Arts Major, University of Albuquerque, Albuquerque, New Mexico, 1981.

Fornell, Paul, and Clark, Pete, Peer Counselor Training Handbook, High School District # 214, Mt. Prospect, Illinois, 1974.

Paul Fornell's Narrative

I love the energy and the challenge of teaching/facilitating classes in the Honors College. I've taught an ethics course for the past 3 years and started a new ethics field experience this spring. Both have been highly successful with positive reviews from the students.

Having 44 years of teaching experience from high school special education in Chicago to the UNM Honors College, I feel most fortunate to be able to share what I know and also get so much in return. The students in the Honors College are so wonderfully different and all superior in their abilities. What is most fun for me is to see their continued growth as scholars and as people and know that I've had a small role in that development.

S. Renée Faubion

Honors College, MSC 06 3890; 1 University of New Mexico, Albuquerque, NM 87131

Email: sanren@unm.edu; **Telephone:** 505-277-3695 (Work): 505-888-1099 (Home)

EDUCATION

Ph.D. 2000 English; University of New Mexico (Albuquerque, New Mexico)

Examination Areas: Nineteenth-Century American Literature; Modern British and American Literature; Literary Criticism

M.A. 1993 English; University of New Mexico (Albuquerque, New Mexico)

Examination Areas: Sixteenth- and Seventeenth-Century British Literature; Colonial and Nineteenth-Century American Literature; Twentieth-Century British and American Literature; Literary Criticism

M.A. 1989 Slavic Languages and Literatures; University of Kansas (Lawrence, Kansas)

Examination Areas: Russian Literature; Slavic Linguistics

B.A. 1986 *summa cum laude*; Trinity University (San Antonio, Texas)

Majors: Russian; French; Eastern European Studies (Interdisciplinary Degree)

AWARDS AND HONORS

2007-2008 Outstanding Adjunct Faculty Member, University of New Mexico

2008 Outstanding Teacher, UNM University Honors Program

1998-99 Dean's Dissertation Fellowship, University of New Mexico

1997-98 Outstanding Teaching Assistant, University of New Mexico

Nominations:

2012-2013 Nominated, Outstanding Online Instructor, University of New Mexico

2011-2012 Nominated, Outstanding Adjunct Faculty Member, University of New Mexico

ACADEMIC APPOINTMENTS

University of New Mexico • University Honors Program/Honors College

- 2014 to present: Term Faculty
- 2000 to 2014: Adjunct Instructor

University of New Mexico • Department of English Language and Literature

- 2011 to present: Visiting Assistant Professor
- 2002 to 2008 and 2010 to 2011: Part-time Instructor
- 2001 to 2002: Lecturer
- 2000 to 2001: Part-time Instructor
- 1991 to 1998: Teaching Assistant

Administrative Experience and Other Relevant Employment:

University of New Mexico • Honors College

- 2015 (spring semester only): Acting Coordinator, Legacy Program
- 2013 to present: New Student Orientation Coordinator

University of New Mexico • Institute for Medieval Studies

- 1999-2000: Administrative Assistant to Dr. Helen Damico, former Director of Institute for Medieval Studies

TEACHING • COURSES AND MENTORSHIP

University Honors Program/Honors College (University of New Mexico)

All courses developed by the instructor

- **100 Level:** Legacy of Exploration: Defining Ourselves by Defining Others; Legacy of Struggle: Justice in Western Culture; Legacy of Struggle: The Poor Are Always with Us; Legacy of Power: Building the Perfect Government; Modern Legacy
- **200 Level:** Nineteenth-century Gothic and Theories of Terror (What Poe Said to Freud); The Novel as Social Commentary; Orphans, Adventurers, and Soldiers: Reevaluating the History of the Heroine; Revising the Word: Modern Retellings of Biblical Texts
- **300 Level:** Postmodernism; Getting Away with Murder: The Cultural Construction of Serial Killers; Breaking the Rules: How Cubism and Expressionism Changed the World; Nature and Technology in the Nineteenth Century; SICK: Epidemics in Literature; Manuscripts Don't Burn: Soviet History through Underground Literature; Magic Realism
- **400 Level:** Aesthetic Decadence: Degeneration, Beauty, and Self-Construction in Fin-de-siècle Literature and Art

Department of English Language and Literature (University of New Mexico)

Various courses at all levels, including courses in myth archetypes, Early Shakespeare, World Literature, American Literature, and composition

Undergraduate Theses (University Honors Program and English Department)

2007-2013 Thesis Advisor to five students; Thesis Reader for three students

Courses for Senior/Student Teachers (University Honors Program/Honors College)

2003 to present: Mentor to 20 student teachers

PUBLICATIONS

“The Savage Ethic of Speech’: Tim O’Brien’s ‘Sweetheart of the Song Tra Bong’ as Travel Narrative.” *Critique: Studies in Contemporary Fiction* 55.3 (2014): 318-28.

“This Is No Rune nor Symbol’: The Sensual in H.D.’s Feminized Sublime.” *Paideuma* 33.2-3 (2004): 111-130.

SERVICE

Committees and Organizations

Spring 2010 Scholarships and Awards Coordinator, UNM Chapter, Phi Kappa Phi

Spring 2010 Member of Selection Committee, Outstanding Adjunct of the Year

S. Renée Faubion Narrative

In addition to teaching in the Honors College, I have also had the opportunity to mentor twenty students to date through our student teaching program (formerly the senior teaching program). Through this program, senior-level students work with a faculty member of their choosing for two semesters. The first semester focuses on preparatory work; under the mentor teacher’s direction, the student teacher delves into research in the content area to ensure that he/she is well grounded in the course’s subject matter. Time is also spent on pedagogical theory. In the second semester, the student becomes a co-teacher in the classroom, cooperating with the faculty member on all elements of the course. This is nearly always an extremely enjoyable experience. The process is highly collaborative, and quite intensive as well; although it is officially a two-semester course, mentors and student teachers often work together for well over a year to ensure that the student is fully prepared when the teaching semester begins. Not all student teachers go on to teaching as a profession; nevertheless, most find the experience quite rewarding, and even those who do not go on to become teachers tend to gain a sense of themselves as professionals in mentorship positions. In nearly all cases, then, the experience assists student teachers in coming to regard themselves as adults who are able to make mature and substantive contributions to their communities.

Since June 2013, I have also had the pleasure of serving as the New Student Orientation Coordinator for the Honors College. In that position, I lead weekly sessions throughout the summer introducing potential students to the Honors College and to some of the basic academic elements of their college experience, such as the importance of interdisciplinary education. During the weekly sessions, students are also shepherded through the application process and offered guidance in selecting courses. Although students participate in orientation in relatively large groups, we are working on ways to refine the process so that those who may have questions or whose transcripts and scores are marginal can receive more individual attention to determine whether the Honors College might be a good fit for them. As much as possible, I also try in these sessions to communicate that in addition to being a particularly rewarding and energetic academic environment, the college is also an exceptionally supportive community, one in which students will develop strong relationships with both fellow students and faculty members. Honors is committed to the well-being of its students as few other pockets of the university are, and it is always my goal in meeting with incoming freshman to communicate that commitment and to act upon it by responding as much as possible to their individual needs.

Timothy E. Goloversic

Summary: Currently a contract academic and flight instructor with Lockheed Martin training Air Force crewmembers. Duties include courseware/syllabi development, assisting with proposal writing, and project team work. Instruct a secret level course the focuses on current world wide geopolitical/military operations. Twenty years experience as a military officer including a combat tour in Iraq, three peace keeping/peace enforcements to The Balkans, and The Philippines. During this tenure I worked with the State Department, United Nations, The German, Japanese, South Korean, and Philippine militaries as part of bi-lateral programs. Served as a Company Commander, Platoon Leader, Operations Officer, and Executive Officer for units up to 150 personnel with a \$52M budget on worldwide deployments. Over seven years working in corporate America including work with Sandia National Laboratories, NASA, The Nuclear Threat Reduction Administration, and DARPA.

Successfully instructed numerous topics at the university level for over ten years with high student retention levels, and positive feedback from students, peers, and supervisors to include Leadership, International Relations, History, and Finance.

Education:

MBA, Indiana University of Pennsylvania, Indiana, PA, 4.0 GPA, 2006. Selected as the Honor Graduate
MS International Relations, Troy State University, Troy, Alabama, 3.88 GPA, 2001.

BS Professional Aeronautics, Embry-Riddle Aeronautical University, Daytona Beach, FL, 3.84 GPA, 1995.

US Army Aviation Captain's Staff Course, Officer Candidate School, U.S. Army Maintenance Manager and Test Pilot Course, U.S. Air Force Academic Instructor Course, U.S. Army ROTC Instructor Course

Work History:

Flight and Academic Instructor, Lockheed Martin, Kirtland AFB, NM, 2008-Present

Instruct graduate level Air Force pilots in the simulator and classroom on Helicopters operations including crew resource management. Teach a classified graduate level course focusing on current world wide military and geopolitical operations.

Adjunct Faculty Honor's College, University of New Mexico, Albuquerque, 2011-Present

Researched and developed three 400 level courses for the Honor's College on Country Reunification Studies and Post War Studies.

Adjunct Faculty, Central New Mexico Community College, Albuquerque, 2011-Present

Instruct Financial Literacy on-line to a diverse student body of high school and college students using the CNM Blackboard program. The course covers insurances, lending, budgeting, monetary system, investing, and numerous federal and state laws covering the financial industry.

Adjunct Faculty, Embry-Riddle Aeronautical University, Worldwide Campus, 2007-2012

Instructed Management Leadership and International Relations at the 300 and 400 level to a non-traditional student body consisting of professional adults. Course covered a wide variety of topics from management, international economics, international law, foreign policy, history, and military operations.

Program Manager, MSI, Albuquerque, NM, 2007-2008

Successfully managed an annual \$6M budget for government and commercial programs and projects. Duties included business development, proposal writing, budget preparation, planning, and execution to completion of projects for an innovative aerospace engineering firm.

ROTC Instructor, Chief Operations and Executive Officer, Indiana University of Pennsylvania ROTC, 2004-2007

During a period of budget cuts and downsizing, developed a long range strategic plan and prepared, resourced, instructed, and supervised leadership training for a company of 150 diverse students.

US Army Retired Major, Aviation Officer 1987-2007

Over a 20 year period operated in over 25 countries planning with foreign militaries and other civilian agencies for humanitarian, peacekeeping, and combat missions. Commander, Platoon Leader, Operations Officer, Executive Officer, and Airfield Officer in charge of a \$52M annual flying and maintenance budget.

- Desert Storm Veteran with service in Saudi Arabia and Iraq.
- Worked with the United Nations, State Department, and Multi-National Forces in the former Yugoslavia developing and conducting Peace Keeping/Enforcement Operations.
- Spent three years in Japan working closely with Japanese military forces for the defense of Japan.
- Project team member for updating plans and operations on the Korean Peninsula and Japan.
- Planned and executed Humanitarian Operations the Philippines.
- Spent seven years in Germany working closely with NATO in the defense of Germany during the Cold War and the transition period following the end of the Cold War.
- Worked with the governments and adoption agencies in Thailand, Cambodia, and Nepal.

Tim Goloversic Narrative

Since I am currently employed by Lockheed Martin and active with the business side of contracts, budgets, schedules, and interfacing with customers I bring current corporate practices to the classroom. In addition I train and work with Air Force personnel who are deployed worldwide in combat, peace keeping/enforcement, nation building, and disaster relief operations. This keeps me up to date on geopolitical events that are unfolding. In the past few months I have advised military personnel on events in North Africa and the Middle-East and the challenges we are facing in these regions.

I have a plethora of experiences in my background from my twenty years in the military including: Leadership, management, combat to peacekeeping operations, bi-lateral operations with Japan, Great Britain, and Germany, and disaster relief. Many of my students are considering careers in the State Department or other government agencies that I have worked with which gives me the opportunity to give them advice. In addition I have over seven years working with corporate America which has rounded out my military experience. Ten years of teaching at the university level has given me the experience I need to effectively give my students this inter-disciplinary knowledge and to show them what is expected of them once they enter the work force. I teach them how to write in the business style of active and direct writing, and executive summaries. In addition they must research and present material; after their presentations I give them feedback on how to improve their presentation skills for their target audiences. Many of my students have stayed after class to ask me for career and education advice. This tells me that they value the material I am teaching, trust me as a teacher, and that the Honor's College is making a difference in their education.

NORA HICKEY

University of New Mexico, Albuquerque, NM
Master of Fine Arts, Creative Writing, Poetry

MFA
May 2013

Kalamazoo College, Kalamazoo, MI
Bachelor of Arts in English,

B.A.
June 2006

Université Cheikh Anta Diop Dakar, Dakar, Sènègal Sept 2004-May 2005

EMPLOYMENT

Instructor, Liberal Arts Freshman Seminar & Creative Writing Santa Fe University of Art and Design, Santa FE, NM *Present*

Instructor, English 120 & 200 level Honors College Class University of New Mexico Albuquerque, NM *August 2013-present*

Freelance Writer, Weekly Alibi, Albuquerque, NM *June 2013-present*

Instructor/Teaching Assistant, UNM Albuquerque, NM *September 2011-May 2013*

Training Assistant, Mentoring Institute at UNM Albuquerque, NM *January 2011-September 2011*

Graduate Assistant to Professor David Dunaway Albuquerque, NM *August 2010-January 2012*

RELATED EXPERIENCE

Blue Mesa Review, Editor-in-Chief *May 2012-June 2013*

AWARDS & RECOGNITION

Studio Hour Leader, A Room Of Her Own Writers Conference, August 2015

UNM Teaching Assistantship

Nomination for Patricia Clark Smith Creative Writing Teaching Award

PUBLICATIONS

Journalism:

Weekly Alibi: 2013-present

Creative Writing:

Spoon River Poetry Review Winter 2015

“This Road is a River” (poem)	
Salt Hill	Fall 2014
“New Philosophy” (poem)	
B O D Y	Fall 2013
Four poems	
Willow Springs	Summer 2013
“Shelves Laid Bare” (poem)	
The Massachusetts Review	2013
“Morning Rituals” (poem)	
DIAGRAM	February 2013
2012 Essay Contest Finalist, “The World is a Mirror”	
Puerto del Sol	Winter 2013
“A horse is” (poem)	

Nora Hickey’s Narrative:

I am currently (Spring 2015) teaching an Honors College 200-level rhetoric and discourse course centered on comics and poetry created by women. In class, we have read graphic novels, poetry, and critical articles on each subject. My students respond to the assigned work through weekly “Reading Journals” and are responsible for contributing in class discussions. Through an analytical paper, the students examined a work from class of their choosing, making a claim about said text. As the semester wraps up, we will take a field trip to the comic book store, and hear from a guest poet. The students will also create an analytical presentation on a female creator of their choosing.

David Leon Higdon

Paul Whitfield Horn Professor Emeritus (Texas Tech University)

Education:

Ph.Ded. University of Kansas (M.A., 1964, Ph.D., 1968).

Authored Books:

Prodicus and 19th Century Novels – a book in progress which has grown directly out of my research, teaching, and reading for the Legacy of Dreams seminar.

Minding the Gap in Contemporary British Fiction – under editorial consideration at this point.

Wandering into 'Brave New World' – (Rodopi, 2013).

Joseph Conrad's Almayer's Folly: A Critical Edition (Cambridge University Press, 1994).

Shadows of the Past in Contemporary British Fiction (Macmillan, 1984).

Time and English Fiction (Macmillan, 1977).

Editorial Work:

General Editor, *Conradiana* (1973-1996)—A scholarly journal devoted to research on and interpretation of the writings of Joseph Conrad, one of the key Modernist authors.

Scholarly Essays, Papers, and Grants:

Author of 133 scholarly essays published in peer-reviewed journals of national and international reputation. A number of the essays have been reprinted in various collections.

Author of 135 papers delivered at regional, national, and international conferences and symposiums.

Awards and Honors:

Named Paul Whitfield Horn Professor of English (Texas Tech University, 1983)

Recipient of teaching and research awards such as the President's Excellence in Teaching Award, Mortar Board Teaching Excellence Award, Outstanding Research in Arts and Sciences (twice) while at Texas Tech University (1968-2002); also recipient of grants from

NEH, SCMLA, APS, and four research leaves from Texas Tech University for work in various American and European libraries.

David Hidgon's Narrative

My entire career since my days in graduate school at the University of Kansas (1962-68) has focused on study, teaching, and researching narrative and narrative theory, exploring why and how humans have been characterized as “the story-telling animals.” I have concentrated specifically on 19th and 20th British fiction, but my training involved study of the full range of epics, medieval romances, early novels, and the last two hundred years of American, British, and other novels. In 2009 I experienced an epiphany about the narratives the human brain tells the dreamer and designed the Legacy of Dreams seminar which includes investigation of the six major theories of dream causes and interpretations as well as study of representative dreams from a number of cultures and time periods. This range gives the seminar a firm interdisciplinary basis and enables the student to see just how dreams have played significant roles in shaping their disciplines and world. Following the trail of dreams from Emperor Constantine’s dream which led him to legalize Christianity in the Roman Empire to Mary Shelley dreaming *Frankenstein* to Jack Nicklaus dreaming how to hold his putter lets us see just how significant Rabbi Akiva’s comment, “an interpreted dream is like an unopened letter” actually bears on recognizing what dreams can tell us.

Matthew R. Hofer
English Department

Educational History:

Ph.D., English. The University of Chicago, Chicago, Ill., 2004

Diss.: "‘Murdered from a Distance’: Polemical Modernist Poetry and the Public Sphere"

M.A., with Honors, English. Georgetown University, Washington, D.C., 1997

B.A., with Honors, English and Economics. Trinity University, San Antonio, Tex., 1994

Employment History:

UNM, Associate Professor of English Language and Literature, fall 2011–present

UNM, Assistant Professor of English Language and Literature, fall 2005–spring 2011
University of New Mexico, Albuquerque, N.M.

B.A. Honors Essay Preceptor, 2000–1, 2002–5 (English and Interdisciplinary Studies)
and Humanities Core Instructor, 2002–5 (eight courses), University of Chicago,
Chicago, Ill.

Managing Editor (Chicago office) and Review Editor, *Modernism/Modernity*, 2000–2
Editorial Assistant (history, sociology, and sex studies), The University of Chicago Press,
1998–2000

Professional Recognition and Honors:

-Visiting Distinguished Professor, UNM Honors College (2014–15)

-Wertheim Faculty Award (\$4,500), UNM English Department / senior faculty (2014)

-Nominated for UNM Alumni Teaching Award (2013; declined)

-Nominated for UNM Arts and Sciences Award for Teaching Excellence (2010)

-Nominated for UNM New Faculty Teacher of the Year Award (2010)

-Nominated for UNM Outstanding Teacher of the Year (2009)

-Keleher/Hendron Faculty Award (\$1000), UNM English Department / junior faculty (2007)

-“Rethinking African-American Studies,” Mellon Foundation Research Seminar, summer
2003

-“Poetry and Sociolinguistics”, Mellon Foundation Research Seminar, 2001–2

-Andrew W. Mellon Foundation Dissertation-Year Fellowship, 2001–2

Scholarly Achievements

Series Edited:

Matthew Hofer, *Recencies: Research and Recovery in Twentieth-Century American Poetics*
Albuquerque: University of New Mexico Press, 2012–present

Books Edited or Co-edited:

Matthew Hofer, *The Shoshoneans: The People of the Basin-Plateau, Expanded Edition*,
text by Edward Dorn, photographs by Leroy Lucas, foreword by Simon J. Ortiz
Albuquerque: University of New Mexico Press, November 2013

Gary Scharnhorst and Matthew Hofer, *Sinclair Lewis Remembered*
Tuscaloosa: University of Alabama Press, September 2012

Matthew Hofer and Gary Scharnhorst, *Oscar Wilde in America: The Interviews*
Urbana-Champaign: University of Illinois Press, December 2009

Special Journal Issues Edited:

Matthew Hofer, "Langston Hughes's Audiences after the 1930s"
The Langston Hughes Review, fall 2009

Journal Articles and Chapters since 2012:

Matthew Hofer, "Ezra Pound, William Carlos Williams, and the East Coast Projectivists," in
The Cambridge History of American Poetry, ed. Alfred Bendixen and Stephen Burt (New
York: Cambridge University Press, 2014), 670–700

---, "On Evaluation, Reflection, and Revelation," in special section of *Jacket2* on Kenneth Irby
(November 2014). <http://jacket2.org/> (7,646 words)

---, "Contemporary Critical Trends," in *The Blackwell Companion to Modernist Poetry*, ed.
David Chinitz and Gail McDonald (Malden, Mass.: Wiley-Blackwell, 2014), 565–77

---, with Alec Marsh, "Pound and Eliot," *American Literary Scholarship* 49 (2013): 145–71

---, with Alec Marsh, "Pound and Eliot," *American Literary Scholarship* 48 (2012): 161–80

Works in Progress:

Accepted for publication

Matthew Hofer and Michael Golston, *The Language L=E=T=T=E=R=S*
Albuquerque: University of New Mexico Press [under advance contract]

Solicited for publication

Matthew Hofer, "From Imagism to Vorticism and *BLAST*: 'In a Station of the Metro' and
Other Early Poetry and Prose," in *Approaches to Teaching Ezra Pound's Poetry and Prose*, ed.
Demetres Tryphonopolous [New York: MLA, forthcoming]

In Preparation

Matthew Hofer, "*Murdered from a Distance*": *Polemical Modernist Poetry and the Public
Sphere* (book manuscript: submit date, winter 2016)

---, "Poetic Vocabulary, BASIC English, and the Making of Robert Creeley"
(article manuscript: submit date, winter 2016)

---, *The Bare Tree: Forms of Sparseness in Twentieth-Century Poetry*

(book manuscript: one chapter published, another substantively completed, and several more in various stages of research, writing, and revision; submit date for advance contract, summer 2017)

Research Funding:

Research Allocations Committee Grant (\$1,707)
The University of New Mexico, summer 2008

Rose and Sigmund Strochlitz Fellow (\$1,000)
The University of Connecticut, summer 2008

Julia M. Keleher/Tefair Hendron, Jr. Faculty Award (\$1,000)
The University of New Mexico, spring 2007

Everett Helm Visiting Researcher Grant (\$1,500)
Indiana University, Lilly Library, summer 2007

Research Allocations Committee Grant (\$3,997)
The University of New Mexico, spring 2006

Matthew Hofer Narrative

I am a visiting distinguished fellow in the Honors College for AY2014-15. During this year, my responsibilities include teaching two courses per semester, participating and contributing to HC administrative conversations, collaborating with faculty, mentoring undergraduate students, and giving a public lecture.

Betsy (Elizabeth W.) James

Literary Awards and Honors

- Listening at the Gate*, Atheneum BFYR 2006
2006 Tiptree Award Honor Book
2006 New York Public Library Best Book for the Teen Age
2006 Starred review, *School Library Journal*
My Chair, Scholastic 2004
New York Public Library 100 Best Books, 2004
International Reading Association Children's Choice 2004
Flashlight, Knopf 1997
1998 Junior Library Guild selection
Blow Away Soon, Putnam 1995
1996 *Child Study Children's Book Committee* Book of the Year
The Mud Family, Putnam/Oxford University Press 1994
1995-96 *Our Choice* of the Canadian Children's Book Centre
The Red Cloak, Chronicle Books 1989
1995-96 National Museum for Women in the Arts, included in exhibition *Brave Little Girls*
Mary Ann, Dutton Children's Books 1994
1994 *School Library Journal* Best Book
1995 *Child Study Children's Book Committee*, Book of the Year
Long Night Dance, Dutton Children's Books 1989
1991 *Voices of Youth Advocates* Best Fantasy

Publications:

Young Adult Novels:

Author and Illustrator:

- Listening at the Gate*, Atheneum 2006
Dark Heart, Atheneum 2005

Books for Younger Readers:

As author and illustrator:

- Tadpoles*, Dutton Children's Books 1999
Mary Ann, Dutton Children's Books 1994
Natalie Underneath, Dutton Children's Books 1990
The Red Cloak, Chronicle Books 1989
What's That Room For? Dutton Children's Books 1988

As author:

- My Chair*, Scholastic/Arthur Levine Books 2004
Flashlight, Knopf 1997
The Mud Family, Putnam 1994 (in Canada, Oxford University Press)
He Wakes Me, Orchard Books 1991
The Dream Stair, Harper and Row 1990

As illustrator:

- The Fireplug is First Base*, by P. J. Petersen, Dutton 1990
No More Animals!, by Lucia Monfried, Dutton 1995

Articles and Short Stories: numerous

Teaching and Presenting

Current, and/or ongoing since 1990:

University of New Mexico: Honors College

Gateworld: online classes in speculative fiction

Writer/artist in residence, Young Authors program, Zuni Pueblo, NM

Keynotes and workshops for Society for Children's Books Writers and Illustrators;

National Reading Association; New Mexico International Reading Association English Expo; National Association for the Education of Young Children; SouthWest Writers; South Valley Academy, Albuquerque; Young Adult Library Services Association; Women Writing the West; Southwest Festival of the Written Word

Artist in Residence: In both English and Spanish, throughout the US.

Adjunct professor of children's literature, University of New Mexico

Zuni Youth Enrichment Project, Zuni Pueblo, New Mexico

San Miguel de Allende Writers' Conference, in English and Spanish, Mexico

2004-2006: Artist in residence, *Art, Books, and Community*, National Museum for Women in the Arts, Washington, DC

2005: *Tequíó Pedagógico: Pedagogical Collaboration in Community*, Coalition of Teachers and Promoters of Oaxaca, Oaxaca, Mexico Indigenous

Education and Educational Honors

2008 Society of Children's Book Writers and Illustrators Martha Weston Grant

2005 Certificate, Advanced Spanish, Instituto Cervantes

1983 Certificate, First Year Course of 120 hours, in Psychosynthesis

(Jungian Counseling), Intermountain Associates for Psychosynthesis

1971 B.A., University of Utah, English (cum laude)

1966-68 Sarah Williston Scholar, Mount Holyoke College

1966 National Merit Scholar

1966 National Junior Scholastic Writing Awards (national):

First place, short-short story

Second place, essay

Honorable mention, poetry

Ernestine Taggard Award for General Excellence

Contribution to Honors

Speculative fiction—science fiction and its motley relatives—by its nature requires synthesis, primary-process thinking, and whole-brain problem solving from a spectrum of disciplines. Based in writing, critique, and experiments with graphic design, this course provides thinking tools for pattern-spotting and syncretic experiment. Because a believable imaginary world must be built from geology on up—ecology, society, and ethos, all expressed, finally, in the behavior of its denizens—conscious world-building requires not only a strong science base but a growing awareness of, and sensitivity to, cultural conditioning and personal bias.

Students read, write, and critique short works of speculative fiction and nonfiction; examine and draw their own maps and diagrams, both realistic and symbolic; and explore illustrative and narrative art, including the graphic novel. In addition, they hear from a series of professionals in science, engineering, and the arts, who—readers and writers themselves—use speculative fiction to enlarge their vision of the future.

Dr. Lizabeth Johnson

EDUCATION

Ph.D. in History, March 2008, University of Washington, Seattle, Washington
Fields: Early, High, and Late Medieval Europe; Renaissance and Reformation; Late Antiquity,
Dissertation: *Kinship and Violence in Wales, 800-1415*

M.A. in History, May 2000, University of New Mexico, Albuquerque, New Mexico
Fields: Medieval Europe; Ancient Greece and Rome, Thesis: *Welsh Nationalism in the Period 1188-1282: From the Literary Expressions of Gerald of Wales to the Political Reality of the Princes of Gwynedd*

B.S. in Biology, December 1992, New Mexico Institute of Mining and Technology, Socorro, New Mexico

CURRENT TEACHING POSITION

Term faculty, University of New Mexico Honors College, Fall 2012-present

PREVIOUS TEACHING POSITIONS

Assistant Professor, Department of History and Political Science, South Dakota State University, Fall 2009-Spring 2012: responsible for all classes on ancient and medieval Europe.

Adjunct Faculty, Department of History, Seattle University, 2007-2009: responsible for Western Civilization I classes and Honors classes on medieval Europe.

Graduate Instructor, Department of History, University of Washington, 2005-2007: taught courses on medieval Europe, medieval Britain, the Arthurian Legend, and feud culture in medieval Europe.

PUBLICATIONS

Review of David Stephenson's *Political Power in Medieval Gwynedd: Governance and the Welsh Princes*. Published on *The Medieval Review*. Indiana University, January 2015. <https://scholarworks.iu.edu/dspace/handle/2022/19269>

"Sex and the Single Welshwoman: Prostitution and Concubinage in Late Medieval Wales." *The Welsh History Review* 27, 2 (December 2014): 253-281.

Review of Kate Kelsey Staples's *Daughters of London: Inheriting Opportunity in the Late Middle Ages*, Leiden: Brill, 2011. Published in the *Medieval Feminist Forum, Journal of the Society for Medieval Feminist Scholarship*, 49 (2013): 82-84.

"Married Women, Crime and the Courts in Late Medieval Wales." In *Married Women and the Law in Premodern Northwest Europe*. Edited by Cordelia Beattie and Matthew Frank Stevens. Woodbridge, Suffolk: Boydell & Brewer, 2013.

"Of *Amobr* and *Amobrwy*: the Collection of Marriage Fees and Sexual Fines in Late Medieval Wales." *Transactions of the Honourable Society of Cymmrodorion* 18 (2012): 10-21.

Review of Gwen Seabourne's *Imprisoning Medieval Women: the Non-Judicial Confinement and Abduction of Women in England, c. 1170-1509*, Burlington, VT; Surrey, UK: Ashgate, 2011. Published in the *Medieval Feminist Forum, Journal of the Society for Medieval Feminist Scholarship*, 48 (2012): 140-142.

Review of Max Lieberman's *The Medieval March of Wales: the Creation and Perception of a Frontier, 1066-1283*, Cambridge: The University Press, 2010. Published in *The Historian* 73, 3 (2011): 626-7.

"Attitudes Towards Spousal Violence in Medieval Wales." *The Welsh History Review* 24, 4 (December 2009): 81-115.

Dr. Lizabeth Johnson Narrative

With my background in both biology and history, I am able to teach a diverse set of classes for the Honors College. When I first joined the Honors College in the Fall Semester 2012, I taught the Legacy of Law and Society course, in which students were exposed to legal codes and debates from the Code of Hammurabi (c. 1750 BCE) forward to modern U.S. Supreme Court cases. While we spent only a few weeks on ancient and medieval law in that course, I was able to bring my expertise in legal history to bear in class, which helped the students to establish a base of knowledge that they could in turn bring to bear on more modern legal cases and debates. Another course that draws upon my knowledge and experience in medieval history is the Legacy of the Arthurian Legend, which I taught in the Spring Semester 2013 and will be teaching again in the Fall Semester 2015. That course exposes students to Arthurian texts from the early medieval period forward to the modern era, with an emphasis on how the characterization of Arthur, Guinevere, and their companions and the themes of the Arthurian tales (love, loyalty, chivalry, spirituality) reflect the interests and concerns of the individuals and societies that created and enjoyed Arthurian literature or art.

Although my more recent academic studies and publications have been focused on medieval law, I have maintained a strong interest in biology and science in general. To that end, I have taught several science-themed courses for the Honors College. I taught a Legacy of Science and Society course in the Fall Semester 2013 and the Spring and Fall Semesters 2014. This course, like the Legacy of Law and Society course, exposed students to primary sources on scientific developments and debates from the ancient Greek era forward, with a particular focus on scientific ethics in the modern era. Currently, I am teaching two science-themed courses for the Honors College: the Legacy of Humans and their Environment and the Scientific and Social Aspects of Disease. The former focuses on how human society, from ancient Mesopotamia forward, has interacted with, reacted to, and manipulated its environment. This course entails a particular focus on environmental issues that are pertinent to the American Southwest, including forest and wildlife management, mining, and fracking. The course on disease focuses on various diseases that have proved problematic for human society from the medieval period forward, including leprosy, the bubonic plague, smallpox, cholera, and AIDS, as well as focusing on how society views disease through particular lenses, such as immigration, gender, and race. All of the courses I teach afford students the opportunity to engage in interdisciplinary studies and to learn how aspects of ancient and medieval society still influence how we view and interact with the modern world.

Sheri Metzger Karmiol

Education

- Ph.D.** The University of New Mexico, Albuquerque, New Mexico, March 1997
Dissertation: *Reflections of Eve: Condemnations by Men, Defenses by Women in Tudor-Stuart England.*
- M.A.** The University of New Mexico, Albuquerque, New Mexico, May 1993
Areas of Concentration: Literature & Critical Theory

Academic & Professional Fellowships & Awards

- 2007 Outstanding Instructor of the Year, University Honors Program.
- 2006 The Silberman Seminar for University Faculty Fellowship: *Teaching About the Holocaust*, United States Holocaust Memorial Museum (USHMM), Washington, D.C., June 5-16.
- 1996-97 Dean's Dissertation Year Fellowship, The University of New Mexico.

University of New Mexico Teaching Experience

- 2011-Present, Adjunct Associated Faculty, Religious Studies.
- 2005-Present, Adjunct Lecturer III, Freshman Learning Communities, University College.
- 1997-Present, Term Professor, UNM Honors College (HC).
- In addition to teaching, I have been the principle advisor for two students completing their senior thesis: *Nuremberg 50 Years Later: The Effect on the International Criminal Tribunals of Rwanda and Yugoslavia* (2011) and *Dancing With Greed: The Commercialization of Genocide* (2009).
- 1997-Present, Adjunct Faculty (previously Visiting Lecturer III, 1999-2002), Department of English.
- 1990-96, Teaching Assistant, Department of English, The University of New Mexico.

Research, Editorial, & Publication Experience

- 1997-2012 Principle writer and contributor for Gale Group / Thomson Learning / Cengage Learning: *Novels for Students, Drama for Students, Poetry for Students, Short Stories for Students, Epics for Students, Contemporary Literary Summaries, Literature of Developing Nations, Contemporary Hispanic Biography, Contemporary Black Biography, Opposing Viewpoints*. I wrote a total of 134 chapters for these anthologies.
- 2009 Principle writer for a new edition of CliffsOnline: Betty Smith, *A Tree Grows in Brooklyn*.
- 1001 Principle writer for a new edition of CliffsComplete: Kate Chopin, *The Awakening*.

- 2000 Principle writer for a new edition of CliffsNotes: William Shakespeare, *The Tempest*.
- 2000 Principle writer for a new edition of CliffsNotes: William Shakespeare *The Tragedy of King Lear*.
- 1999 Contributor to Brown University's *Women Writers Project, Renaissance Women Online*. Provided textual overviews, introductions, textual notes, and connections to other texts for three seventeenth century documents by Rachel Speght. This work has been published and is now available through Northeastern University web portal: <http://www.wwp.northeastern.edu>.
- 1993 Assisted with the editing and annotating of a manuscript of Sarah Fielding's *The Cry*, published in 1997 by Kentucky University Press.

Sheri Metzger Karmiol Narrative

I have been teaching in the Honors College since fall 1997. My first class was an Ancient Legacy course. This was a class that I was to teach a dozen times over the first few years that I taught in Honors. However, I soon realized that Honors offered opportunities that my lectureship in another department could not provide. I was interested in behavioral studies and in how people respond to discrimination, and Honors gave me a chance to focus on the Holocaust. It took an entire year to convince the director of the Honors Program that students would want to sign up for a class that focused on the Holocaust. That 1999 class filled immediately, as it has every time it is offered. Since my first Holocaust class was offered, I have created four additional courses that focus on either genocide or the Holocaust. In truth, most of the classes that I teach in the Honors College, irrespective of the title provided, focus on the displacement and marginalization of "the other" and the struggle to survive. For most of my 17 years in Honors, I have been the only faculty member to focus so exclusively on this topic.

My first Senior Teacher was in 2001, and the class was *Surviving the Holocaust*, although the title was different back then. Since then I have had more than a dozen Senior Teachers in at least half a dozen different courses. Many of these Senior Teachers have gone on to complete graduate school, medical school, or law school. I have also served as both a reader and principle advisor for students completing a Senior Thesis. I was a reader for *The Nature and Function of Psychology in the Works of Kurt Vonnegut* (2003). I also served as principle advisor for *Dancing With Greed: The Commercialization of Genocide* (2009), and *Nuremberg 50 Years Later: The Effect on the International Criminal Tribunals of Rwanda and Yugoslavia* (2011).

One of the most important jobs that all faculty fill in the Honors College is to be a mentor for students. As an older, non-traditional student, I understand the difficult balance that so many of our students must manage as they juggle school, work, and family obligations. Each semester I tell students that they should take advantage of the resources available in the Honors College and that includes any assistance that facility can provide. Whether it is help finding a woman's shelter for a student and her infant who needed to hide from an abuser, helping a single mother find a job that will pay enough to support her small family, or helping a student find an intersession class after she was forced to drop six hours of coursework, I have made certain that my students know I am ready to help in any way that I am able. I am not unique in this way. All Honors College faculty strive to help their students in any way possible.

ASHLEIGH D. MCLEAN

Education:

Aug. 1984-May 1985 Bethany College, Lindsborg, KS.
Aug. 1992-May 1994 North Harris Community College, Tomball, TX
Aug. 1994-May 1996 Sam Houston State University, Huntsville, TX
May 1996 Bachelor of Arts, Sam Houston State University
Sept. 1996-Dec. 1997 University of Guelph, Guelph, Ontario Canada
Feb. 1998 Master of Arts, University of Guelph
Jan. 2007-May 2009 University of Wisconsin, Milwaukee WI
May 2009 Masters of Library and Information Science, University of Wisconsin

Teaching Experience:

As Masters Student:

June 1996 - Double lecture for World Civilizations: Earliest Times to the Reformation: "Phoenicians, Sea Peoples & Israelites" and "Minoans, Mycenaean's and Early Greeks" (SHSU)
Fall 1996 - Teaching Assistant; British Isles: 1066 - 1603 (49-200). (U of G)
Sept. 1996 - Lecture for British Isles: "Norman Conquest of England"
Oct. 1996 - 2nd Lecture for British Isles: "14th & 15th Century Scotland"
Winter 1997- Teaching Assistant Ancient Greece and Rome (49-285) (U of G) delivered seven of twenty-one course lectures
Fall 1997 - Teaching Assistant The Colonial Americas (49-211) (U of G)
Nov. 1997 - Lecture for Colonial Amer: "Spanish Colonization of the U.S. Southwest"

As Professional Instructor:

Fall 1998 to Spring 2002 - College of Santa Fe, Albuquerque Campus
Fall 2000 - Spring 2002 Central New Mexico Community College (formerly the Albuquerque Technical/Vocational Institute).
Fall 2000 - Spring 2002 University of New Mexico, Honors Program
Summer 2002 - Spring 2003 Pikes Peak Community College
Spring 2003 - University of Colorado, Colorado Springs
Summer 2003 - Current - Central New Mexico Community College
Fall 2003 - Fall 2006 - University of New Mexico, Honors Program
Fall 2013 - Current - University of New Mexico Honors College

Publication History:

"Alan Macquarrie. *Scotland and the Crusades* - A Review by A.D. McLean"
Scottish Traditions Vol 22
"Steven Boardman. *The Early Stuart Kings - Robert II and III* A Review
by A.D. McLean" *Scottish Traditions* Vol 22

Asheigh McLean's Narrative

Ashleigh McLean began her teaching career as a Masters student in Canada. She brings to the Honors College not only nineteen years experience in teaching university level courses, but eight years of experience in teaching interdisciplinary courses at UNM Honors. Ms. McLean provides a teaching focused academic outlook with an extensive knowledge of the Humanities, as well as a background in digital information seeking, evaluating and cataloging. Her background allows her a unique view in research and the connections to be made between disciplines to share and encourage in her students.

Ruth Meredith

EDUCATION

- 2000-2006 ***Ph.D. in Art History***
Emphasis in: Critical Theory, Aesthetics and Hermeneutics
University of New Mexico, Albuquerque, NM
Dissertation Title: *From Material to Meaning: A Multidisciplinary Exploration of Creative Practice and Hermeneutic Theories.*
- 1991-1993 ***M.A. in Philosophy***
University of New Mexico, Albuquerque, NM
Emphasis in: Aesthetics
Concentration in: Fine Arts (Studio)
Thesis: "Putting Humpty Dumpty Together Again: A Journey through the Mirror of Meaning"
- 1971-1975 ***B.A. in Philosophy cum laude***
Bryn Mawr College, Bryn Mawr, PA

Non Degree Work

- 1987-91 University of the South School of Theology -- Education for Ministry extension course in Old and New Testament, Church History and Theology
- 1987 Preacher Lewis School of Ministry of the Diocese of the Rio Grande (Episcopal)-Certificate of Theological Education
- 1978-80 Western New Mexico University, Silver City, NM-graduate student studio art-70 credits. Two workshops under Vincent Malta, Professor of fine Arts, Art Students League, New York

ACADEMIC TEACHING EXPERIENCE

University of New Mexico

- 1999-2014 ***Visiting Instructor***, University of New Mexico, University Honors College
- 2011-2015 ARTH 101—Introduction to Art (online)
- 2009-2013 World Religions (RELG 107), Spring and Fall, UNM Religious Studies Department, KAFB
- 2010 Critical Thinking (PHL 156), Fall and Spring, Philosophy Department, UNM.
- 2009 Religion and the Arts (RELG 105), Fall, UNM Religious Studies Department

CREATIVE ACITIVITY: EXIBITION RECORD

Solo Shows

- 2006 CABINET OF CURIOSITIES, Thesis/Dissertation Show. August, Harwood Art Center, Albuquerque, NM.
- 2005 SPIRITUAL GEOMETRIES, Acquiring Taste Gallery, Albuquerque, NM
- 2001 *EMBODIED TEXT*, April, Center for the Book, Albuquerque Public Library, Albuquerque, NM.
- 1999 *THE POETREE: ILLUMINATED POEMS AND POETIC OBJECTS*. Albuquerque Public Library Magnifico Poetry Habitat. Albuquerque, NM
- 1998 *EX LIBRIS: THE ARTIST BOOK* UNM Continuing Education Conference Center, Albuquerque, NM

- 1993 *EX LIBRIS*, University of New Mexico Fine Arts Library display of artists books from Master's Thesis
- 1986 *SHRINES*, Golden Library, Eastern New Mexico University, Portales, NM

ACADEMIC AWARDS

- 2005 *Friends of Art, Art History Prize Lecture*, University of New Mexico
- 1996 Spring Graduate Fellowship for Under-Represented students, UNM, *Department of Philosophy*, University of New Mexico

PUBLICATIONS AND PROFESSIONAL PAPERS

Deciding What 'Works': The Principle of Coherence as a Basis for Aesthetic Judgments. Published in Papers of the Fifth Annual Southwest Symposium. 1994. University of New Mexico, Albuquerque, NM

MY TEACHING PHILOSOPHY (Contributions to Honors from Ruth Meredith)

My interdisciplinary creative practice has provided the essential ground for both my teaching and my scholarly interests since 1999 when I began teaching classes in the UNM University Honors Program. In my teaching, I concentrate on helping students learn to think both critically and creatively because this reflects my own approach to learning. Because I am a visual artist, I have chosen to use works of art as the paradigm for how we represent knowledge or experience. This approach allows me to ground my arguments in my own creative practice as a visual artist and critical thinker. After completing my interdisciplinary PhD in 2006, I created a workbook on visual literacy which I use in my Honors classes. This workbook was just the latest in a series of workbooks that I had been writing to use in various classes. I have written 6 different workbooks on subjects related to my philosophical interest in hermeneutics and aesthetics. I have used these workbooks in classes ranging from critical thinking and reading literature philosophically to the study of the process of Autobiography and the history of books to an exploration of how Dada, Surrealism represent a transition from modernity to the Postmodern. These workbooks also form the basis for my development of 'learning projects' in which students apply the concepts covered in class. These projects also help students practice higher thinking skills because they have to write a reflective essay on process as part of each project.

For example, I have taught an Honors course exploring the medium of the graphic novels. In this course, students not only analyzed the formal elements of the medium but also used that knowledge to create their own graphic short stories. I taught a similar 300 level course in which students used PowerPoint to create a collaborative animation which was posted on YouTube (http://youtu.be/yHf-DklN_ow). Students in a course on Dada and Surrealism created group performances based on research into the performance elements in these movements.

In my years teaching in Honors, I have mentored a number of student teachers and this aspect of my teaching highlights another aspect of my teaching philosophy—the importance of collaborative thinking. I consider my student teachers my collaborators and involve them in both the hands on teaching and the course design. I also incorporate at least one collaborative project in each course and have been developing ways to use more peer evaluation as part of course assignments. I have found that peer reviews and evaluation—whether that involves comments on blogs or writing and presentation critiques—is a valuable way for students to learn to both give and receive feedback on their own work. Since this pedagogical approach is used in Fine Arts studio courses, it also works well with the studio component in my courses. My use of web enhancement also helps students engage with each other outside of class as well as allowing me to incorporate Internet material and readings into my courses. I encourage the use of technology where appropriate because that is how students are used to both communicating with each other (and me) and doing research.

Richard Obenauf

Education

University of New Mexico (2001-2006), *summa cum laude*

BA in English (pre-graduate concentration)

BA in French

Departmental honors in English

Presidential Scholar

University Honors Program

Sigma Tau Delta (English Honorary Society)

2004-2005 Publicity Chair

2005-2006 Co-President

Phi Beta Kappa

Phi Kappa Phi

Loyola University Chicago (2006-2007)

MA in English and American Literature & Criticism

Graduate Tutor, Writing Center, Fall 2006 and Spring 2007

Teaching Assistant, John Jacobs, Core Writing Seminar, Spring 2007

Coursework included classical through modern rhetoric, English and American literature, film theory, historical methods and the aesthetics of reception, and preparation for teaching.

Loyola University Chicago

PhD in Medieval and Renaissance English Language and Literature, August 2015

Dissertation: *Censorship and Intolerance in England, 1100-1800*

Allen Frantzen, Director

Participant, Thomas Kaminski, Teaching Effectiveness Seminars, 2007-2009.

Teaching Assistant, Thomas Kaminski, discussion section of Honors 102, Spring 2008.

This course is the equivalent to the old Modern Legacy at UNM. It is taught by a team of senior faculty in three hours of lecture per week, plus an additional three hours of discussion group.

Teaching Assistant, Suzanne Gossett, undergraduate Shakespeare course, Spring 2009.

Extensive coursework and independent studies in English and American literature, medieval through modernist.

Theoretical approaches include genre criticism, textual criticism and the history of the book, reception theory, frame theory, historicism, cultural studies, Marxist literary theory and criticism, folklore and popular culture, women's studies, masculinity studies, disability studies, and the history of ideas.

PhD Exam fields (passed in April 2010):

1)Textual Studies, Censorship, and Tolerance (examiner: Allen Frantzen)

2)English Satire, More through Swift (examiner: Christopher Kendrick)

3)The Essay (examiner: Thomas Kaminski)

Languages

Fluency in French (10+ years of study; second undergraduate major)

Teaching Experience

Loyola University Chicago

UCWR 110, the Core Writing Seminar, Fall 2007, Fall 2008

English 290, Human Values in Literature, Fall 2009

University of New Mexico

Legacy of Success, Fall 2010, Spring 2011, Fall 2011, Spring 2012, Fall 2013, Fall 2014

Other Work Experience

KUNM-FM Radio

Audio Editor for the twice-daily show “Performance New Mexico” (2001-2006) Co-Producer for the twice-daily show “Performance New Mexico” (2003-2006)

Chicago Symphony Orchestra Radio Broadcast Series Post-Production for nine two-hour programs aired on 161 radio stations (2007) Web audio editor for weekly interviews (2007 - 2014)

Richard Obenauf Narrative

Richard Obenauf graduated Phi Beta Kappa from the University of New Mexico in 2006 with a double major in English and French. As an undergraduate, he edited and co-produced “Performance New Mexico” on KUNM-FM. Owing to his broad commitment to the Liberal Arts, his professors in Honors, especially his mentor V.B. Price, encouraged him to continue his studies. The next year he earned his MA in English at Loyola University Chicago and he has been working on his PhD at Loyola ever since. After passing his PhD exams in 2010, Obenauf returned to Albuquerque and began teaching in the Honors Program (later the Honors College). His devotion to his students at UNM has slowed his progress on his dissertation, *Censorship and Intolerance in England, 1100-1800*, a project he will complete this spring in order to graduate in August 2015. Another distraction from his dissertation has been his work for the Chicago Symphony Orchestra’s Radio Broadcast Series, where he produced nine two-hour programs for national broadcast in 2007, and between 2007 and 2014 he has edited some five hundred bonus web interviews, averaging 70 per year.

Obenauf’s “Legacy of Success” has been immensely popular with his students. This course is a survey of literature from Ancient Rome through Modern America, drawing on approaches ranging from anthropology and sociology to economics and genre theory to understand how different societies have measured success and failure. Readings include Roman satire, medieval romance, American success stories that illuminate the myth of the “American Dream,” and three morality plays: an original translation of the medieval morality play *Mankind* which Obenauf prepared especially for this course, Marlowe’s *Dr. Faustus*, and Mozart and Da Ponte’s opera *Don Giovanni*. Although it is not a writing class, Richard insists that his students learn in their first semester how to argue persuasively and write effectively, and to that end he spends upwards of two hours grading each essay. In the future, Richard Obenauf hopes to teach courses on a variety of literary and historical topics, but especially those dealing with issues of censorship and intolerance, the history of the book, as well as courses that incorporate some of his other areas of expertise such as classical music and broadcast radio.

MARINA A. OBOROTOVA: ACADEMIC CV

P.O. Box 92995, Albuquerque, NM 87199

Phone: (505) 321-8261

marina.oborotova@abqinternational.org

EDUCATION

M.A., Moscow State University for International Relations, Moscow, Russia, 1978

Ph.D., Institute of World Economy and International Relations, Moscow, Russia, 1984

EMPLOYMENT HISTORY

- President, Center for International Studies, 2003 – to present, Albuquerque, NM
- Visiting Professor and Instructor, The University of New Mexico, Departments of Political Science and History, Anderson Schools of Management, Honors Program, 1992-2011
- Senior Researcher, Institute of World Economy and International Relations, Moscow, Russian Federation, 1978 – 1991
- Director of International Programs, Technology Commercialization International, Inc., Albuquerque, NM, 1997 – 2002
- Consultant, TCInternational, Inc., Albuquerque, NM, 2002 - 2003
- Senior Staff Member, Program Manager, United States Industry Coalition, Albuquerque, NM, 1994 – 1997

TEACHING EXPERIENCE

University of New Mexico, USA, Departments of Political Science and History, Anderson School of Management, Honors Program, 1992-1995, 1998-1999, 2003-2001

Society “Znanie”, USSR & Russia, Lectures on World Politics, U.S. Policies and Latin America, 1979-1990

SAMPLE OF COURSES TAUGHT

- Comparative Politics
- International Relations
- International Security
- Russian/Eurasian Politics
- U.S. – Russian Relations
- Perestroika and Collapse of the Soviet Union
- New Thinking in Soviet Foreign Policy

MAIN PUBLICATIONS

BOOKS

The New Chapter in U.S. – Russian Relations: Opportunities and Challenges. Ed. Westport, CT., London, Praeger, 1994

The United States and Latin America: Response to Revolutionary and Nationalistic Movements, 1977-1988. (SshA: bor'ba s osvoboditel'nym dvizheniem v Tsentralnoi Amerike). Moscow, Nauka, 1989

ARTICLES

"Russian Policy in Latin America: Past, Present and Future," Latin America Research Review 28:3, (Fall 1993)

[As M. Belaya] "Cuba, 1991," Latinskaya America (Latin America), Moscow, (1991) No 9

"Latin America and the New World Order," Latinskaya America, Moscow (1991)

"Soviet Policy in Latin America." In: The USSR and the Third World: New Approaches to Foreign Policy Problems. (SSSR i Tretii Mir: Novyi Podhod k Vneshnepoliticheskim Problemam). Moscow: IMEMO, 1991

"U.S. Policy in Central America: Results and Perspectives." Latinskaya America. Moscow, (1987), No12

"The Non-Aligned Countries and Crisis in Nicaragua." In: Problems of the Non-Aligned Movement. (Problemy dvizhenia neprisoedinenia). Moscow: IMEMO, 1988

"Crisis of the Stroessner's Regime." Latinskaya America, Moscow (1986) No.10

"The United States Against Nicaragua: Continuity Over Change." Latinskaya America, Moscow, (1986) No 7

"The Contadora Group" and "The Inter-American Treaty of Mutual Defense." In: What is What in World Politics. (Chto Est Chto v Mirovoi Politike), Moscow: Progress, 1986

"Conflict in Central America". In: Conflicts in the Developing World. (Konflikty v razvivaushesia mire), Moscow: IMEMO, 1984

"International Aspects of the Conflict in El Salvador." In: Developing Countries in World Politics (Razvivaushiesia strany v mirovoi politike). Moscow: IMEMO, 1984

"New Elements of the Reagan Administration's Policy in Central America." In: Social-Economic and Political Problems of the Developing Countries. (Sotsial'no-econmicheskie i politicheskie problemy razvivaushikhsia stran). Moscow: IMEMO, 1983

LANGUAGES

- Spanish, Russian, English (fluent)
- French (proficient), Portuguese (read & understand)

Dr. Marina Oborotova is the Founder and the President of the Center for International Studies and the Albuquerque International Association. She has an M.A. from the Moscow State University for Foreign Affairs of the Russian Foreign Office and a Ph.D. from the Institute of World Economy and International Relations, Russia's leading think-tank, where she worked as a senior researcher. Her career includes experience in many parts of the world in foreign policy, international business, academic research, and university level teaching. She has written two books and over 40 articles on foreign relations and has presented numerous papers at international conferences. In the U.S. she has taught at the University of New Mexico in the Departments of History, Political Science, the Anderson School of Management and the Honors Program.

Atsuko Sakai Assoc. AIA, LEED AP BD+C

Education

M.A. School of Architecture and Planning, University of New Mexico (UNM),
Albuquerque, NM Master of Architecture - Graduated with Distinction, 2001

Cornell University, Intensive English Program,
Ithaca, NY Certificate of Participation, 1995 –
1996

Kyoto City University of Arts, Kyoto, Japan

B.A., Environmental Design - Valedictorian Speaker, 1995

Professional Experience

Design Plus LLC., Albuquerque, NM, 2007 – 2013
Projects: APS Inez Elementary School - Renovation
UNM Logan Hall and Center for Development and Disability - Renovations

Quinn Evans Architects, Washington, DC, 2001 – 2007
Projects: John F. Kennedy Center, Opera House and Eisenhower Theater –
Renovations Alice Deal Middle School - Renovation and Addition

Library of Congress - Security Updates and Staircase Design
Calvary Baptist Church Steeple – Restoration

Teaching Experience

2013 -'15 UNM Honors College, 200 Level: “Designing Where We Live,” “Mandala,” and 300 Level:
“A Toy Story”

2009 -'14 UNM School of Architecture, “Architecture and Design for Children” (2009 - Online Course
with Dr. Taylor)

2014 Cochiti Pueblo Summer Language Program - Teacher Training and Youth Workshops,
Cochiti, NM 2013 Ysleta Del Sur Pueblo, Economic Develop Department - Youth Program and
Staff Training, El Paso, TX 2013 -'14 UNM Continuing Education, Young Writers Conference -
Youth Workshop, Albuquerque, NM

2012 -'14 UNM Continuing Education - Spring Break Youth Programs,
Albuquerque, NM 2011 -'14 UNM School of Architecture - Summer High
School Program, Albuquerque, NM

2010 -'11 EPA Environmental Education Grant Project - “E*Stewards of Albuquerque,”
Albuquerque, NM 2010 -'12 Bosque School - Summer Design Studio, Albuquerque, NM

2009 City of Albuquerque, Dept. of Child and Family Development - 100 Teachers Training,
Albuquerque, NM 2009 -'13 UNM Children’s Campus - PreK Design Programs (and 50 Teachers
Training, 2009), Albuquerque, NM 2007 -'12 Albuquerque Academy, Summer Design Studio -
Youth Program, Albuquerque, NM

Publications

2011 International Union of Architects, 24th World Congress of Architecture,

- Research Paper “E*Stewards of Albuquerque” (Co-authors: Dr. Anne Taylor and Manny Juarez)
- 2010 “Archild” Conference 2009, Proceeding, Research Paper
“Exploring Architecture and Design Education for Early Childhood”
- 2009 Contributing Author and Graphic Artist
“Linking Architecture and Education” by Dr. Anne Taylor
- 2006 Association of Collegiate Schools of Architecture Newsletter “Global Movement in Architecture Design Education for Youth”
- 2006 Architectural Institute of Japan, Convention Reference Article
“Present Status of Architectural Design Education in the United States”
- 2004 Shinkenchiku, Architecture Magazine
Report on “Liquid Stone Exhibition and Lecture by Takashi Yamaguchi”

Art Work Publications, Exhibitions, and Curatorial Work

- 2014 “Conceptions Southwest” Magazine, Volume XXXVII - Art Work Publication “Whale No.1” and “The End of Shore Dinner” (Charcoal on Paper)
- 2007 UNM School of Architecture and Planning Gallery - Curatorial Work “Albuquerque Academy Summer Design Studio 2007”
- 1992 -'95 Kyoto Municipal Museum of Art - Art Exhibition
- “Combination School” (Architectural Design, 1995)
- - “Cantabile” (Chair Design, 1994)
- “100 Poems by 100 Poets” (Visual Design, 1992)
- - “Ship” (3D Model, 1993)
- 1990 Aichi Prefectural Museum of Art - Art Exhibition
“Jojo and I,” “The Lesson,” and “The Golden Days” (Oil on Canvas)

Atsuko Sakai Contribution in Honors:

- **Classes:** 200 Level “Fine Arts as Global Perspectives” (Fine Arts Core) and 300 Level (Topics) Courses
 - Designing Where We Live (200)
 - - Mandala: The Art and Science of Composition (200)
 - A Toy Story: The Process of Design (300)
- **Other Service:** *Scribendi* Magazine—Art Selection Committee (2015)
- **Student Mentoring and Recommendation Letters:**
 - International Exchange Program (Global Education Office): Sarah McPhee (2014) and Debra Nieto (2015)
 - National Students Exchange Program: Melissa Auh (2015)
 - UNM MARC U-STAR Program: Kaitlin Valdez (2015)
 - Udall Scholarship: Melodie Meyer (2015) *To support Melodie’s Native American Studies, I invited her to work with me on one of my community service projects, “Cochiti Architecture and Language Educational Curriculum Development” with the UNM Indigenous Design and Planning Institute at the School of Architecture and Planning (2014).

Carmen Sorge

Education

Doctor of Philosophy in Educational Psychology, Research and Statistics	2001
University of New Mexico	
Master of Arts in Science Education	1995
University of New Mexico	
Bachelor of Science in Physics	1987
Purdue University	

Experience

Honors Part Time Instructor	2014-Present
<i>University of New Mexico</i>	
Taught Physics and Statistics classes in the Honors Program	
Math Part Time Instructor	2010-2014
<i>University of New Mexico</i>	
Taught undergraduate math content and methodology courses utilizing a combination of classroom and E-learning.	
Statistician and Educational Consultant	2000-Present
<i>Leiden Consulting LLC</i>	
Statistical analysis (including Structural Equation Modeling), research design, internet data collection and evaluation for various programs.	
Lecturer, Researcher and Post-Doctoral Student	1994-2003
<i>University of New Mexico</i>	
Supervised student teachers, evaluated and designed courses for Space Science program, taught physical science courses and science education courses for teachers, designed web based data collection for projects.	
Science and Mathematics Teacher	1990-1994
<i>Harvard-Westlake School: Bel Air, California</i>	
Taught physics, physical science and mathematics (9 th -12 th grade), designed curriculum used by 9th grade science program and taught mathematics summer school program for disadvantaged students (5 th - 7 th grade).	
Planetarium Director and Physical Science Teacher	1990
<i>Beverly Hills High School: Beverly Hills, California</i>	
Taught astronomy (10 th -12 th grade), operated planetarium, created astronomical presentations and taught physical science courses (9 th grade).	
Middle school Science and Mathematics Teacher	1989
<i>Bethune Junior High: Los Angeles, California</i>	
Taught integrated mathematics and science courses (7 th grade).	
Research and Graduate Assistant,	1986-1987
<i>Purdue University: West Lafayette, Indiana</i>	
Taught course in science methods for pre-service teachers, taught laboratory sections of physics, designed circuits and conducted research in non-linear optics.	

Publications

Sorge, C. (2008). The Relationship between Bonding with Nonhuman animals and Students' Attitudes toward Science. *Society and Animals*, Spring 2008.

Sorge, C. (2007). What happens? Relationship of Age and Gender with Science Attitudes from Elementary to Middle School. *Science Educator*, 16(2), 33-37.

Sorge, C., & Newsom, H. (2001). Study or play ball? *Science Scope*, 25(1), 52-55.

Sorge, C., Newsom, H. E., & Hagerty, J. J. (2000). Fun Is Not Enough: Attitudes of Hispanic Middle School Students Toward Science and Scientists. *Hispanic Journal of Behavioral Sciences*, 22(3), 332.

Kuh, W., Simmons, J., Sorge, C., & Whittle, C. (1997). Group Study on Adult Learning at the Explora Science Center, Albuquerque, New Mexico, USA. Access ERIC: FullText. 1997-00-00.

Sorge, C. (1995). Capturing the Sun's Energy, *Science Scope* (Vol. 18, pp. 26).

Activities

Contributor APA PsycTest Database

Teacher Developer for Science Kit and Boreal

Dr. Carmen Sorge Narrative

Currently I am teaching two courses, both are core classes. The first is a physics class. This class is a hands on conceptually based course and covers such topics as Newton's laws of motion, momentum and energy, fluids, waves and sound, light waves and quantum theory as well as other areas of interest in physics. The underlying principle is the application of physics to the real world. Experimentation is a large part of the course. Students also research and present in their own areas of interest with actual physics demonstrations. They are also expected to document and present experiences with physics in their everyday life.

The second course I am teaching is a statistics course. Once again, the thrust of the class is real life applications of statistics. Through labs, research and reading the students tie statistical concepts to their own majors and into making rational decisions with the aid of statistical thinking. Students also design and conduct their own research and present the findings to the class. Hands on labs and projects help the students to understand the purpose of statistics as well as the theory and mathematics. Topics include probability, the normal curve, types of data, data collection and interpretation, statistical tests and regression as well as applications.

Lately I have been writing many recommendations for previous students, happily many are for internships at Sandia and other research institutions. I have also spent time helping students with other science and math coursework beyond the classes I teach.

MARIA SZASZ

EDUCATION

Graduate: PhD in English, “With Distinction,” University of New Mexico, 2007.

Major Fields of Study: Drama, Modern Irish Literature and Modern British and American Literature. Dissertation: “Philadelphia, Here He Came!: Brian Friel and America.”

MA in Theatre Education, Emerson College, Boston, Massachusetts, 1999.

Undergraduate: BA in English, University of British Columbia in Vancouver, Canada, 1993. I was also an exchange student at the University of Hull, in England, from 1991-1992.

JOB AND TEACHING EXPERIENCE

Part-time faculty, University of New Mexico Honors College, Fall 2008-Fall 2014.

Term Teaching Faculty, UNM Honors College, Fall 2014-present.

- 100 Level Courses taught: Legacy of Drama, Legacy of Musical Theatre, Legacy of American Drama, and Legacy of Comedy.
- 200 Level Courses taught: A Global Perspective: Modern and Contemporary World Drama; Musical Theatre in America.
- 300 Level Course taught: Theatre and Human Rights.

Part-time faculty, UNM Learning Communities, Spring 2014: Course taught: Twentieth-Century Irish Drama, part of the “Inventing Ireland” 300-level Learning Community.

PUBLICATIONS

Brian Friel and America, Glasnevin Press, Dublin (2013).

“The Irreplaceable John Ordway,” in *Big Muddy: A Journal of the Mississippi River Valley* [Southeast Missouri State University] 2.2 (2002): 59-74.

Compiler of *Theatre and Drama in the American West: A Bibliography*. Occasional Papers, Number 15. Series editor, Richard W. Etulain. Albuquerque: Center for the American West, Department of History, University of New Mexico, 1998.

AWARDS/SCHOLARSHIPS

Winner of the University of New Mexico’s Thomas L. Popejoy Dissertation Prize, May 2008. The award “recognizes and encourages the highest level of academic excellence” by honoring the university’s “best dissertation in Art, Art History and the Humanities.”

Winner of the Joseph P. Gallagher Scholarship for Study and Research in Ireland, given by the University of New Mexico’s English Department, May 2005 (In late fall 2005, I spent a month in Dublin researching the Brian Friel Papers at the National Library of Ireland.)

Winner of the Joseph P. Gallagher Scholarship for Study and Research in Ireland, May 2006.

Narrative About My Work in the UNM Honors College, 2008-Present

By: Maria Szasz

I. Teaching in the UNM Honors College:

- For the past six and a half years, I have taught between one and three theatre history courses per semester in the UNM Honors College, including:
- 100 Level: Legacy of Drama, Legacy of Musical Theatre, Legacy of American Drama, and Legacy of Comedy.
- 200 Level: A Global Perspective: Modern and Contemporary World Drama; Musical Theatre in America.
- 300 Level: Theatre and Human Rights.
- Currently, Spring 2015: I am teaching three courses for the Honors College: two sections of Theatre and Human Rights, and Musical Theatre in America. I have 42 current students.

II. Work With UNM Honors Students Outside of the Classroom:

- In October 2014, I directed a production of Conor McPherson's play *The Weir* for the annual meeting of the American Conference on Irish Studies-Western Division (ACIS-West) in Santa Fe, New Mexico. Two of the five cast members were UNM Honors students.
- I have also been the faculty sponsor of three Independent Study classes for Honors students: Stand-Up Comedy: A Practical Introduction (Fall 2011), Intermediate Comedy Production (Spring 2012), and Drama Therapy (Spring 2013).
- I am currently one of the readers on a student's Honors Thesis about stand-up comedy.

III. Mentoring of UNM Honors Students:

- I regularly write letters of recommendation for my students. For instance, from January 1 to February 20, 2015, I have written 13 letters of recommendation. The programs the students have applied for include: Resident Advisors in UNM's dormitories; National Student Exchanges; Study Abroad programs in the U.K., Korea and Ecuador; Field Study summer programs; transferring to another university's Honors College; UNM Orientation Leaders; Fulbright Scholarship; U.S. Navy; and graduate programs and teaching assistantships in Creative Writing, History, Law School, Physicians' Assistant School and Medical School.
- I regularly read students' Letters of Intent for graduate programs. For example, during the week ending Feb. 20, 2015, I read two Honors students' application letters for Law School and a National Student Exchange program.
- I meet regularly with current and former students to advise them on graduate school and career paths. For example, yesterday, 20 February 2015, I met with a student who is applying for an MA Program in Theatre Education at NYU. As I also have a Masters in Theatre Education, I was able to advise him on his educational and career ambitions.

Gary S. Weissmann Earth & Planetary Sciences

Educational History:

Ph.D., August 1999, University of California, Davis. Hydrologic Sciences. M.S., August, 1988, University of Colorado, Boulder, Geology

B.A., August 1981, University of Colorado, Boulder, Geology

Employment History – principal positions since the Bachelor's degree

Professor, Albert and Mary Jane Black Family Professor of Hydrology, 2013-present, Department of Earth and Planetary Sciences, University of New Mexico, Albuquerque, NM.

Associate Professor, Albert and Mary Jane Black Family Professor of Hydrology, 2005-present, Department of Earth and Planetary Sciences, University of New Mexico, Albuquerque, NM.

Associate Professor, 2005-2005, Department of Geological Sciences, Michigan State University. Assistant Professor, 1999-2005, Department of Geological Sciences, Michigan State University.

Hydrologist, GS-1315-12, Step 01, 2002-2011, US Geological Survey, Sacramento.
Lecturer, 1998, California State University, Hayward.

Hydrologist, 1990-1994, Montana Department of State Lands, Helena, Montana.
Research Geologist, 1988-1989, Research Planning Institute, Inc., Boulder, Colorado.
Log Analyst, 1982-1986, Dresser Atlas, Dallas, Texas and Denver, Colorado. Mudlogger, 1981-1982, Balab, Incorporated, Casper, Wyoming.

Five Most Recent Articles in Refereed Journals:

1. **Weissmann, G.S.**, Pickel, A., McNamara, K.C., Frechette, J.D., Kalinovich, I., Allen-King, R.M., and Jankovic, I., Characterization and quantification of aquifer heterogeneity using outcrop analogs at the Canadian Forces Base Borden, Ontario, Canada: *GSA Bulletin*, *in press*.
2. Owen, A., Jupp, P.E., Nichols, G.J., Hartley, A.J., **Weissmann, G.S.**, and Sadykova, D., Statistical estimation of the position of an apex: application of the geological record: *Journal of Sedimentary Research*, *in press*.
3. Scuderi, L., **Weissmann, G.**, Kindilien, P., and Yang, X., Evaluating the potential of database technology for documenting environmental change in China's deserts: *Catena*, published online at <http://dx.doi.org/10.1016/j.catena.2014.12.025>, 2014.
4. Maghrebi, M., Jankovic, I., Allen-King, R.M., Rabideau, A.J., Kalinovic, I., and **Weissmann, G.S.**, Impacts of transport mechanisms and plume history on tailing of sorbing plumes in heterogeneous porous formations: *Advances in Water Resources*, v. 73, p. 123-133, 2014.

5. Holzweber, BI, Hartley, A.J., and **Weissmann, G.S.**, Scale invariance in fluvial barforms: implications for interpretation of fluvial systems in the rock record: Petroleum Geoscience, Online First – <http://dx.doi.org/10.1144/petgeo2011-056>, 2014.

Active Research Funding:

Fluvial Systems Research Group – a research consortium on fluvial systems – Phase II: The Characterization of Distributive Fluvial Systems. Funding Organization: Consortium with Chevron, BG, Total, ConocoPhillips, and BP. July 1, 2013 – June 30, 2016. Funding level: ~\$490,000 for 3 years. Principal Investigators: Dr. Gary Weissmann and Dr. Louis Scuderi, UNM, and Dr. Adrian Hartley, University of Aberdeen.

The importance of sorption in low-permeability zones on chlorinated solvent plume longevity in sedimentary aquifers. Funding Organization: Department of Defense, Strategic Environmental Research and Development Program (DOD-SERDP). January 1, 2010 – December 31, 2013, extended to May 15, 2015. Funding level: \$338,490 over 4 years. Principal investigators: Dr. Richelle Allen-King, Dr. Igor Jankovic, and Dr. Alan Rabideau, University of Buffalo, Dr. Gary Weissmann, UN

Teaching:

Masters Advisement:

Jeff Carritt, MS, 2014; Bhattacharyya, Proma, MS, 2013; Doyle, Sarah, MS, 2013; Olsen, Michelle, 2012; Nicholas Engdahl, MS, 2009; Ginny L. Rust, MS, 2006.

Degrees in Progress:

Marc Soller, PhD, expected 2016; Sarah Munn, MS, expected 2016; Hannah Gatz-Miller, MS, expected 2015; Alexandra Pickel, MS, expected May, 2015; Paulo de Sa' Rego, MS, co-advised with Louis Scuderi, expected 2015.

Teaching Awards and Recognition:

2014-2015 Distinguished Fellow, Honor's College, University of New Mexico, 2014.

2011-2012 Outstanding Teacher of the Year Award, University of New Mexico, 2012.

Faculty Student Services Award, University of New Mexico, 2009.

Dr. Larry R. Krupka Teaching Award, Michigan State University, 2005.