

ADMINISTRATIVE REVIEW

Dr. E. THEODORE MULLEN

Director of the Honors Program and Associate Dean of University College

Introduction

On February 27, 2003, Scott Evenbeck, Dean of University College, appointed a committee to conduct a review of the work of Dr. E. Theodore Mullen, Director of the IUPUI Honors Program and Associate Dean of University College. This review was initiated at the end of a five-year term in the former position and a three-year term in the latter. The original memorandum from Dean Evenbeck constituting the review committee and defining the areas the committee was requested to address is attached as Appendix A.

The committee was given the remainder of the academic year to conduct its review and prepare its report. However, the initial meeting at which Dean Evenbeck indicated his wishes to be present could not be scheduled during the spring 2003 semester. The committee was unavailable to meet over the summer. The initial meeting was held September 23, 2003 and the committee met four additional times through the end of fall semester and on one occasion in spring of 2004. An electronic survey of Honors course instructors was also conducted in early spring of 2004.

The list of the original committee membership can be found on the original memorandum (Appendix A). However, two members, Sharon Hamilton and Barbara Wilcox were unable to serve. In addition, one of the student members, Truc Giang, did not participate in the review.

Resources used by the committee to conduct the review included the report the 1998 AAHE Summer Academy Team that established the blueprint for the Honors Program at IUPUI. In addition, the committee reviewed five years of Honors Annual Reports, budget information on the operation of Honors, and the spring, 2002 final report of the Administrative Review of University College and Dean Scott Evenbeck. The committee also interviewed the Dr. Mullen, Honors staff, Honors students, and members of the Honors Council. A complete list of the resources utilized by the committee can be found in Appendix B. Instructors teaching Honors courses over the past three years were surveyed as a way of collecting information from this campus-wide group. A copy of the survey can be found in Appendix C.

Historical Perspective

The Honors Program has existed for many years though it languished in the background because of lack of funding and attention. In summer 1998, a team attended the AAHE Summer Academy in Vail, Colorado to work on a plan to create an entirely new Honors

program at IUPUI. The stated rationale for the program was to “raise student achievement and increase the intellectual viability on a campus wide basis”. As a result, the team projected that the program would “attract highly qualified students to campus and enhance the performance of all students at IUPUI.”

At the academy the team formulated a series of short-term and long-term goals for the Honors program and benefited from the input and responses of the AAHE professional staff. Other institutions represented at the academy also provided advice based on Honors Programs at their institutions. The Program outlined was ambitious with many goals set in a variety of areas. Many have been realized, others are in progress, and still others have yet to be addressed. Although planning documents of this type are viewed as being in revision, this one did provide a starting point for the work of Dr. Mullen and the Honors Council.

With the opening of University College (UC) in 1998, the Honors Program was relocated within UC. With Dr. Mullen installed as Director of Honors, a half-time appointment, the newly reconfigured Honors Program was initiated with a substantially increased budget for scholarships. In the Report of the Review Committee for University College and its Dean, the committee acknowledged the success of the program in recruiting and retaining Honors students. Also cited was the Program’s success in expanding Honors course offerings. The placement of the Honors Program within UC was also addressed in this report. UC in the portal of entry of all students to IUPUI and provides a variety of support programs for students seeking entry into academic programs. Honors, on the other hand, serves student who are high performing and less in need of support services and who will be and who will remain in the program through degree completion. Even with these stark differences, the Review Committee endorsed the placement of Honors in UC citing the strong support for Honors that this central location affords and the example of high performance it provides for the thousands of students housed in UC.

Issues for the Review of the Director of the Honors Program

1. Has the administrator exercised appropriate leadership of the unit in establishing, maintaining, and facilitating clear goals and objectives?

The initial short- and long-term goals of the newly constituted Honors Program were formulated in a report that was the result of a 1998 AAHE Summer Team report. While such planning documents are subject to almost immediate modification in response to institutional change, new opportunities, and unanticipated obstacles, several of the goals have been or are being actively addressed while other remain for future work or re-formulation. Goals that have seen considerable attention and are being met include the following:

- a. **Using merit-based financial aid.** The primary fiscal focus of the program has been to establish a set of scholarships that will attract increased numbers of high performing beginning student to campus. The Honors Program has worked with the Office of Scholarships to coordinate campus and Honors Scholarships. The

scholarship program has evolved in appropriate ways and is recognized as a successful program.

- b. Related to item a, another goal was to use **Honors Scholarships as a recruitment inducement**. The program has supported increased numbers of qualified students over the past few years.
- c. Although the original goal was to work with Ball residence to host Honors events, the recent construction of campus housing with a **designated Honors House** has modified this goal.

Progress has been made to some degree on the following goals:

- a. The development of **co-curricular activities** (speakers series, brown bag seminars, blood drives, receptions, dinners, and awards ceremonies) for Honors students has seen some progress. It is anticipated that additional progress will be made in the coming year when Honors House will be fully functional and events can be planned through that venue.
- b. **Connecting Honors to graduate and professional programs** has recently been established by virtue of the creation of the Bepko Scholars and Fellows Program.
- c. **Recognition and celebration of Honors students** has occurred as a result of receptions, dinners for graduating Honors students, and special recognition at Honors Day ceremonies of University College. The Committee is unaware of the Honors web page and e-portfolios although one attempt at the latter was not successful. Perhaps the e-celebration plan should be reconsidered.
- d. There have been some successes in generating **school (Business, SPEA, Nursing) and department (Psychology, Biology) specific Honors Programs**.

Lesser progress has been made on the following. Some may be beyond the scope of the program over the short-term while others may best be the focus of other university units.

- a. **Special programming to bring Honors students together** during their degree matriculation has been discussed but because of the small size of the program, the variety of student interests, and scheduling restrictions for Honors students, these common experiences will be difficult to achieve. There has been a continuation of the Honors Club and a new Orientation for Honors students.
- b. **Community interactions for Honors students** have not taken place except through limited Service Learning connections.
- c. The goal of **minority recruitment** into Honors has not been met. The pool of potential Honors applicants contains few minority students and active steps to reach out to local high schools to help with this may be a strategy. The committee does recognize, that those minority students who are of Honors caliber are also the target of other institutions that can offer more attractive packages.
- d. Using **Honors to improve the use of technology** in instruction is a goal that has not been raised and one that seems to have no specific ties to Honors.
- e. Our work has uncovered no specific events or programs for the development of faculty, librarians or staff.

When asked about specific goals for the Honors program over the past five years, Dr. Mullen focuses on program development. While acknowledging that there is long way to go and several obstacles to overcome, he points to the increase in Honors sections to 17 for fall, 2004. Prior to his tenure as Director, Honors was offered primarily through the H-Option with an occasional Honors section. The H-option is still over-utilized and there is a need to continue building the number of dedicated Honors sections.

Among the obstacles to overcome in the fiscal climate of the institution and the work of FPAC whose initial charge was to develop a process for re-structuring IUPUI to address possible resource reductions. Along with this is the continuing difficulty in getting school, departments and faculty to offer Honors sections. While many will support the concept, few offer or have the resources to make this happen. Faculty cannot be expected to offer Honors sections as overloads and units cannot free up full-time faculty to teach them in some areas even with fiscal support for part-time instructors from the Honors program. Dr. Mullen feels the program needs strong top-down support as a way of convincing academic units that Honors programming is an important campus objective. A final obstacle has been a strong criticism that Honors is elitist and not appropriate for IUPUI. This opposition has been somewhat diminished by IUPUI's commitment to raising the expectations of the entering student body by elevating admissions standards.

Recommendations:

1. Some of the goals from 1998 should be revisited for updating, modification or perhaps elimination. The goals are now 5 years old and the Honors Director and the Honors Council need to set a fresh course for the next five years. The Committee recommends the development of a new Strategic Plan for the IUPUI Honors Program.
2. More work needs to be done in integrating General Honors and School/Department-based Honors Programs.
3. More uniformity is needed in providing services to Honors students of all types (scholarship or non-scholarship, IUPUI beginners or transfers, general Honors or school-based Honors).
4. Criticisms of Honors Programs are that they are elitist and that they do little to benefit the general student body. To address these concerns and the second half of the vision for the IUPUI Honors program ("enhance the performance of all students at IUPUI"), the Committee recommends that the Honors Program develop ways for Honors students to contribute to the academic progress of other IUPUI students. Examples might be "internal service" work through tutoring, serving as UTIs (Undergraduate Teaching Interns), participating in mentoring, or other similar activities that make Honors students an identifiable component of academic culture on campus.

2. How effectively does the administrator represent the unit to persons outside the unit, including peers nationally?

Dr. Mullen has planned and personally participates in a number of events related to the Honors Program. These include recruitment functions and ceremonial activities welcoming new Honors students and celebrating completion of Honors degrees. He has held discussions with some deans on campus regarding developing more support for Honors in the academic units. The Committee is aware that Dr. Mullen has spoken to directors of other national Honors Programs in order to learn about their programs and strategies for development. He seems knowledgeable about a number of models and is trying to fit aspects of these to the IUPUI Program. The Committee, however, has no information on how the work of Dr. Mullen or the status of the IUPUI Honors program is regarded nationally.

Recommendations:

1. Dr. Mullen should seize the opportunity presented by the installment of new deans in the largest undergraduate schools (Science and Liberal Arts) on campus to develop a new initiative of collaboration to enhance the support for and profile of Honors at IUPUI.
2. Dr. Mullen should be more active in attending and presenting at national events and conferences that focus on Honors Programs. This will allow for the acquisition of new ideas while sharing the innovations developed at IUPUI. The goal here should be to make Honors at IUPUI a model urban Honors Program.
3. *How successful has the administrator been in managing the human and financial resources of the unit in the face of competing pressures or uncertainty?*

Human resources: In addition to Dr. Mullen who is a half-time Director, Honors has a half-time clerical position, a half-time (with UC) advisor and a full-time Assistant Director. In addition, a full-time coordinator of the SPAN program is considered part of the Honors Office. The new Director of the Bepko Scholars and Fellows Programs will also work under the supervision of Dr. Mullen.

In interviews with the present Honors staff the Committee discerned that the clerical position (Andrea Graf) dealt with general inquiries, providing applications, processing H-Options (>100 per semester), and keeping track of student records. The latter work often is secondary and past data is not complete as a result.

The half-time advisor, Debbie Grew, deals primarily with Honors scholarship students. Presently about 148 students are receiving Honors scholarships. The estimate for non-scholarship Honors students is about 350. While the 148 are required to meet with Ms. Grew once a year, the rest are not so mandated. The load would exceed the available time for a half-time position. School-based Honors Programs are typically handled by the schools but Ms. Grew talks to some of these students as a result of her participation in several learning communities (UC half of her position). Ms. Grew also has regular contact with some of the advisors in school-based programs.

Dina Battaglia is the full-time Assistant Director of Honors and is responsible for curricular and co-curricular programming, policy and requirements enforcement, and scholarship eligibility. In addition, she is the Honors Club advisor and works on Honors Program assessment. She also attends Honors conferences.

There was a feeling among the Honors staff that the clerical and advisor positions need to move to full-time in order to effectively deal with the many forms of student interest and management. The issue of non-scholarship Honors students and the services that are provided is a major point of concern. While those in school-based programs could expect services from their units, those in General Honors seem left without someone to turn to when their own academic units are unable to provide guidance. On the other hand, some outside the Honors Program felt it was well-staffed relative to the number of students served.

John Russell coordinates the SPAN division and provides financial accounting and purchasing services to the Honors Program. He visits over 60 local high schools each spring to encourage talented high school student to take courses at IUPUI. The best sources of SPAN students are home-schooled students and those attending more prestigious preparatory schools where the IUPUI cost is not a factor. The results with IPS have been less satisfactory with student commitment and financial considerations being the major problems. Students from the IPS magnet programs have been more successful.

The recent hiring of the Director of the Bepko Scholars and Fellows Program should help in Honors recruiting since there is overlap in general program intent and in the distribution of scholarship funding. There has been some concern that student recruitment to Honors has been too passive and that more in-person activities need to take place.

Space: The space for most Honors function seems minimally adequate. There may be a need to expand the Honors lounge to allow larger gatherings of Honors students and more space for quiet study for Honors students (this is really a space need??). However, the committee recognizes that there are many legitimate campus needs for increased space and that the needs of Honors may not be primary.

Financial: Dr Mullen feels that the budget for Honors is adequate and the shortfall in Honors courses is not due to a lack of dollars. The Honors scholarships have been successful in attracting larger numbers of high-performing students to campus and the retention of these students has been very good.

Honors scholarships recently moved from 2- and 4-year awards to exclusively 4-year awards as a way of ensuring that students would remain at IUPUI to degree completion. This has increased retention but has reduced the number of scholarships available.

The advent of the Bepko Scholars and Fellows Program, while in itself an addition to the Honors Program, has had a less than positive impact on scholarship availability. Some

on the committee were disappointed to learn that Bepko support packages were to be constructed using existing scholarship dollars including those given out by the Honors Program. The result is that there would be no net gain of scholarship students at IUPUI.

Recommendations:

1. Honors needs to make a better case for expanded staffing. Although this may be justified, the Program needs to define the work of its current staff in qualitative and quantitative ways and make clear what essential functions it cannot now address.
2. Along with item 1, it is recommended that Honors track data (number of inquiries, number of active files, number of scholarship and non-scholarship students, number of H-options, etc.) in order to inform external constituents of the workload of Honors staff and to support any future requests for additional resources.
3. The question as to whether SPAN should be part of Honors and a component of the other pre-college programs administered by UC has been raised. Based on the fact that the number of SPAN students coming to the IUPUI Honors Program has increased with the availability of Honors scholarships and that Honors and SPAN share the same objective – providing challenging academic programming for the highly talented – the Committee recommends that SPAN remain affiliated with the Honors Program.

4. How is the unit perceived by its faculty and staff? How is unit perceived on campus, system, state, and national levels.

While the wording of this question set appears to be more appropriate for a department or school, we have been able to gather some information from Honors staff, faculty from other units who teach Honors courses, and limited feedback from Honors students.

The Honors staff seems enthused about their work and sees great potential for the expansion of Honors programming at IUPUI. The new housing with Honors House provides some new opportunities for co-curricular programming and enhancing “community” among Honors students. The staff is also aware of areas that need attention such as bringing all students in Honors, not just scholarship recipients, under a common umbrella.

Faculty teaching Honors courses (not H-Options) over the past three years were contacted via an electronic survey. The survey with a summary of the 11 responses for each item is in Appendix D. The vast majority of faculty found teaching Honors students a rewarding experience. Staff support was either not required or adequate for most of the group. The faculty identified some of the stresses at IUPUI in expanding Honors offerings. They recognized the resources needed to offer a low enrollment course and the recruiting and ethical pressures that places on units to find part-time replacements for the regular larger sections vacated. Faculty generally find Honors students to be above average in achievement and ability although this is sometimes difficult to sort out in courses where the Honors section is “embedded” in a regular section. Many Honors faculty felt that

Honors needs more campus visibility and that instructors need more information on Honors policies, expectations of Honors students, and differentiation among the different types of Honors offerings.

The Committee scheduled a meeting to which Honors students were invited to attend to share their views about the IUPUI Honors program. Unfortunately, only one student appeared. This particular student was an older, part-time, evening student who had little contact with other Honors students. He was accumulating Honors credits through H-Option and independent study registrations. His experience was positive but not mainstream. He suggested more Honors sections in the evening and on weekends. Because Honors has yet to achieve its goals in regular Honors offerings it is difficult to see these off-hours offerings ever being in place.

The visibility of Honors at the campus, system, state and national levels was difficult to assess. As far as the Committee could determine the Honors program still has low visibility at IUPUI. The Committee found no reference to IUPUI Honors being recognized at levels beyond campus.

Recommendations:

1. The Committee reiterates the two recommendations under question 2.
2. The opening of Honors House should spur creative programming that could be the subjects of state and national presentations on IUPUI Honors. Likewise, the Bepko Scholars and Fellows program might also be worth disseminating.

5. How effectively has the administrator led the unit in carrying out unit and campus policies, including affirmative action plans and the unit's five year plan?

Again, this question seems more appropriate for a standard academic unit with its own faculty. We know of no deviations from standard university policy within the Honors Program. In the past five years two new positions (both half-time) have been created in Honors and a third (full-time) has turned over although under a different title. All three positions are occupied by females none of which is a minority. The committee does not know how to evaluate this in terms of the campus affirmative action plan.

In surveying the minority composition of Honors scholarship recipients, few individuals are identified. Dr. Mullen clearly recognizes that this is a poor record but not surprising because IUPUI is unable to recruit high achieving minority students even with scholarships. Such students are routinely offered much more valuable recruitment packages at top-tier colleges and universities.

A review of the progress toward the Honors five-year plan is found under question 1.

6. What are the administrator's strengths and weaknesses and their impact on effectiveness?

Strengths:

- Dr. Mullen projects, in every way, the image of a scholar. At the same time, he is approachable to faculty, staff and students.
- Dr. Mullen is a careful manager of unit resources. He uses past data to project commitments for scholarships.
- Dr. Mullen collaborates well. He has effective relationships with the Scholarship Office, UROP, and with the new Bepko Scholars and Fellows Program. Other opportunities exist for collaboration and Dr. Mullen is encouraged to consider them, including OPD and the CTL which could sponsor workshops for faculty in developing innovations for Honors sections.

Weaknesses:

- Dr. Mullen does a good job with the available resources and in the context of campus culture in promoting the Honors Program. However, he will have to think more creatively in taking Honors to the next level. He will never have a full resource base compared to that found elsewhere and he will have to seek and implement innovative ways to make Honors more prominent at IUPUI. Dr. Mullen should also be active in identifying external agencies which may support innovative Honors programming.
- Dr. Mullen, must be more visible at the state and national levels at conferences and other events where Honors programs are discussed and presented. This serves the purposes of learning new approaches to Honors programming and helps to disseminate the innovations developed in the IUPUI Honors Program. Thus type of activity brings a scholarly element to Honors programming to the forefront. The Committee was unaware of any contributions in the form of conference presentations and publications emanating from the activities of Honors to date. Where appropriate, such contributions should be forthcoming for the same reasons similar activities represent scholarship in disciplinary and teaching arenas.
- Dr. Mullen needs to generate more of a "service" profile for Honors. That is, instead of approaching academic units for resources (faculty time, commitments to small sections), Honors might try asking how Honors can advance the academic agendas of the units and other campus initiatives. This may help identify creative programming and generate more collaborations.

Memorandum

To: Robert Bringle
Truc Giang
Michael Gleeson
Sharon Hamilton
✓ Doug Lees, Chair
Andrew Picek
Kevin Robbins
Barbara Wilcox

From: Scott E. Evenbeck, Dean *SEE*

Subject: Administrative Review

Date: February 27, 2003

UNIVERSITY COLLEGE



University College is committed to assessment of our work collectively and as individual members of the faculty, administration, and staff. My own review is on the campus cycle for administrative reviews. We are beginning this year a program of reviews of others in key leadership roles in University College.

Professor Mullen has agreed that this is an appropriate time for reviewing his work as Associate Dean and Director of the IUPUI Honors Program. He will be completing his fifth year in this position and will complete his present three-year appointment as Associate Dean and Director.

I ask that you please serve on the review team for Professor Mullen. Issues for the team to address are the following:

1. Has the administrator exercised appropriate leadership of the unit in establishing, maintaining, and facilitating clear goals and objectives?
2. How effectively does the administrator represent the unit to persons outside the unit, including peers nationally?
3. How successful has the administrator been in managing the human and financial resources of the unit in the face of competing pressures or uncertainty?
4. How is the unit perceived by its faculty and staff? How is the unit perceived on campus, system, state, and national levels?
5. How effectively has the administrator led the unit in carrying out unit and campus policies, including affirmative action plans and the unit's five-year-plan?
6. What are the administrator's strengths and weaknesses and their impact upon effectiveness?

815 West Michigan Street
Room UC 3156
Indianapolis, Indiana
46202-5164

317-274-2237
Fax: 317-274-4016
uc.iupui.edu

I will be joining you for your first meeting. If possible, I would hope that you would be able to conclude the review by the end of the academic year. Cathie Carrigan will provide logistical support to the committee.

Thank you for your leadership in serving students.

SEE/ke

APPENDIX B

HONORS REVIEW RESOURCES LIST

Documents:

Honors Budget reports from 2000, 2002 and 2003
Honors Annual Reports from 1998-99, 1999-2000, 2000-01, 2001-02, 2002-03
1998 AAHE Summer Team Report

Interviews:

Dr. E. Theodore Mullen, Honors Director, 10/24/03
Andrea Graf, Deborah Grew, and Dr. Dina Battaglia, Honors Program, 10/31/03
John Russell, Honors Program and SPAN
Honors Students, 12/5/03
Dr. E. Theodore Mullen, Honors Director, 3/26/04
Members of the Honors Council, ad hoc

SURVEY OF HONORS COURSE INSTRUCTORS
11 Responses

1. **Did you find teaching your Honors course to be a professionally rewarding experience? Explain the ways in which it is and is not rewarding. Would you do this again in the future?**

All but one indicated that it was a rewarding experience. The eleventh was neutral. Reasons cited were interested/capable students (6), small classes (2), collaborative projects possible, and student research helpful (1 each). On the other side, the large time investment, student grade focus, and disappointing student performance were cited. One suggested more institutional recognition for faculty teaching Honors courses. Four indicated they would do it again and the remainder did not answer but other remarks implied a willingness to so for the vast majority.

2. **Did you receive adequate support from Honors staff (e.g., developing the course, administration matters, developing expectations for honors students)?**

Five respondents indicated they had no contact with Honors staff. Four indicated they received adequate support when needed. One expressed the wish for more direction while another recommended some help with the "Honors courses will hurt my GPA" problem. This question produced generally positive responses.

3. **What impediments to you see to expanding Honors offerings.**

The most common impediment mentioned (5) was low enrollment and its associated costs. Time invested (3) also appeared along with lack of classrooms, insufficient resources for course development, lack of upper level courses and competition with graduate offerings (1 each).

4. **Was the caliber of the Honors students what you would expect to find in an Honors class?**

Four answered "yes" while three gave qualified "yes" responses. Two indicated a mixed population of high and low achievers. One thought that student caliber was not significantly different from that in regular sections.

5. **Do you have any suggestions for improvements (services, programming, advertising, etc.) in Honors at IUPUI?**

The most common response (5) focused around the need for more advertising (visibility) for the program. Other responses clustered around the desire for more coordination, explanation of H option versus Honors courses, expectations for Honors courses, expectations for Honors students and program policies. Also mentioned were the Honors and GPA problem mentioned earlier, raising the standards (student) for Honors, and scheduling Honors courses in good classrooms with computers.

6. **Other comments, recommendations, or critiques:**

The few comments (3) here indicated very positive attitudes toward the concept of Honors and pleasure in being able to participate.