HONORS COLLEGE

EAST TENNESSEE STATE UNIVERSITY

September, 2012
PRESIDENT BRIAN NOLAND
ITINERARY: Honors College, September 18 & 19, 2012

HOSTS: Dr. Rebecca Pyles, Dean; Directors, Faculty, Staff and Students of the Honors College

- Sept. 18: Honors College: International Programs & Services
- Sept. 19: Honors College
  1. Office of Undergraduate Research & Creative Activities
  2. Honors Programs: University, Midway, Fine & Performing Arts, Honors-in-Discipline
  3. Honors College Student Council

SEPTEMBER 18, 2012

1:00pm: Dr. Rebecca Pyles & Dr. Maria Costa, Room #130 Yoakley Hall
1:30pm   Meet with International Programs staff, #130 Yoakley Hall
  • Kelly Hill, Study Abroad
  • RJ Powell, International Students
  • Janice Howell, Executive Aide
  • Erin Garner, Secretary
2:00pm   Walk through offices (first and second floors, west wings)
2:15pm   Meet with International Students, Room #109 Yoakley Hall
2:45pm   Meet with Study Abroad Students, Room #109 Yoakley Hall
3:15pm   Meet with International Advisory Council, Room #109 Yoakley Hall

SEPTEMBER 19, 2012

8:00am: Dr. Rebecca Pyles, Room #130 Yoakley Hall, Introduction and walk-thru Yoakley Hall
8:30am   Walk to Honors House (Ada Earnest House), University & Midway Honors programs,
  • Dr. Joy Wachs, Director
  • Judy Harrell, Info Specialist
  • Connie Shorter, Secretary (part-time)
9:20am   Return to Yoakley Hall
9:30am   Meet with Honors College Student Council, #109 Yoakley Hall
  • Dr. Harold Zimmerman, Programs Coordinator, Faculty Sponsor
  [Note: Dr. Zimmerman also teaches Honors courses and heads External Fellowships program]
10:00am  Honors-in-Discipline Programs, #210 Yoakley Hall
  • Dr. Karen Kornweibel, Director
  • Eva Lynch, Secretary
10:30am  Fine & Performing Arts Honors, Basement, Yoakley Hall
  • Prof. Pat Cronin, Director
  • Dr. Scott Contreras-Koterbay, Asst. Director
  • Eva Lynch, Secretary
11:00am  Undergraduate Research & Creative Activities
  • Dr. Frosty Levy, Director
  • Dr. Linda Wyatt, Project Manager
  [Note: In addition to their tasks, both Dr. Wyatt and Ms. Williams assist in UR activities]
11:30am  Meet with all Honors College Staff, Room #109 Yoakley Hall
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   Information about the ETSU Office of International Programs & Services is presented in a separate notebook, and except for staff profiles, will not be duplicated here.

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      ii. Introduction to the Honors College
      iii. Honors College Staff Profiles
   b. Undergraduate Research & Creative Activities
   c. Honors Programs
      i. University & Midway Honors Scholars programs
      ii. Fine & Performing Arts Honors Scholars Program
      iii. Honors-in-Discipline Scholars programs
   d. Honors College Student Council
   e. Honors College: Other Programmatic Areas
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      ii. External Scholarships & Fellowships
      iii. Language Instruction
      iv. Assessment Program
   f. Honors Events & Contributions to Campus Culture
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      ii. Academic Excellence Convocation
      iii. International Education Week
      iv. Boland Undergraduate Research Symposium
g. Honors Major Initiatives, 2012
   i. Honors Living & Learning Communities
   ii. Honors Faculty Status
   iii. Honors College Alumni Advisory Board
   iv. Plan to Increase HID In-State Scholarships

3. Honors College: Dean Summary and Future Needs
HISTORY: SHORT VERSION

In 2004, President Paul Stanton, Jr. initiated a call for a proposal to create an Honors College at ETSU. Part of his motivation for this request was the success of the current honors programs. The University Honors Scholars program had been created by faculty initiative in 1992, with admission of the first class of 12 students in Fall 1993 (20 students thereafter, until 2005). A group of honors programs based in disciplinary areas (colleges and departments) had grown up, somewhat spontaneously, beginning in 1995. The College of Applied Science & Technology created their own honors program and dedicated their group of Academic Performance Scholarships to serve as a funding base for students. The effort was duplicated, again by “grass roots”, by other departments and colleges so that, by 2004, 10 “honors-in-discipline” programs existed. These programs were loosely supported by the staff of the University Honors Scholars program (1.5, 1992-1998; 2.5 1998-2004). In 2004, the Provost, Bert C. Bach, took on the challenge of creating a proposal for the ETSU Honors College, pulling on the expertise of past and current Directors (Dr. Mike Gallagher, inaugural Director; Dr. Rebecca Pyles, Director 1998-2002; and Dr. Jay Boland, Director 2002-2006). Our initial guidance for development of the Honors College came from the guiding principles of the National Collegiate Honors Council., as well as from needs and wishes expressed by the university community.

The design and structure of our Honors College is unique amongst Honors College around the U.S., primarily owing to the breadth of its mission to serve all undergraduates at ETSU. Our particular design and structure resulted from a year-long effort of consultation with faculty, staff, and students, individually and in groups, from across campus. For ETSU, the consensus was we needed something different that would serve more of our undergraduate students. Effectively, the mission of the Honors College became focused on the goal of providing opportunities for undergraduate students to distinguish their educational careers at ETSU.

As a consequence of this process, it was decided to include two units---one new, and one somewhat “orphaned”---in the new Honors College: (1) Undergraduate Research & Creative Activities (new, 2004); and (2) International Programs & Services. In addition, we wanted to expand honors programming at the institution. Of particular interest were two programs---an honors program in an underserved academic area (interdisciplinary Arts) and one that provided opportunities for exceptional students who wished to transfer to ETSU, either from community colleges or other universities. The Fine & Performing Arts Scholars Program and the Midway Honors Scholars programs were born. Finally, we addressed the need for structure and oversight of our Honors-in-Discipline program areas—the need for centralization sprang from departments, colleges, students, and also from a core principle from the National College Honors Council.

The ETSU Honors College proposal was approved by various governance bodies across campus, Tennessee Board of Regents, and the Tennessee Higher Education Commission during the spring of 2005. The Honors College at ETSU began operation on July 1, 2005. The Vision and Mission Statements for the Honors College are, as follows:
Vision:

East Tennessee State University seeks to become the preferred higher education institution for an increasing percentage of students with recognized academic potential, talents, and goals for special achievement in higher education.

Mission:

The mission of the Honors College at East Tennessee State University is to provide access to honors-distinctive academic, creative, and enrichment opportunities for a broad spectrum of qualified students and to provide recognition for undergraduate students who excel in distinct areas of academic achievement. The College promotes and supports ambitious academic goals for talented and motivated undergraduate students as well as innovative teaching, mentoring, and scholarship by our faculty. In addition, the College sponsors activities, events, and programs designed to enhance the collective cultural and intellectual environment and foster a more global perspective within the university community.

COMPOSITION

The Honors College structure incorporates a variety of program areas, as mentioned above, and a variety of approaches for administrative and staff support in these areas. Basically, almost everyone wears numerous “hats” and fulfills multiple functions. Full-time Director positions (two) are provided for International Programs & Services, and for the University + Midway Honors programs. Half-time Director positions (three) are provided for the Fine & Performing Arts Scholars, Honors-in-Discipline programs, and Undergraduate Research & Creative Activities. Support staff positions are often shared amongst programs and/or special projects.

The basic organization of the Honors College includes three areas: International Programs, Undergraduate Research, and Honors Programs (21 total). However, we also actively support other programs, projects, efforts and events (see 4-6 below). The list below reflects both our organizational structure and what we really do:

1. INTERNATIONAL PROGRAMS & SERVICES [all undergraduate and graduate students]
   a. International Students
      i. Recruitment
      ii. Scholarships
      iii. Immigration & Compliance Oversight (US Immigration)
      iv. Orientation & Services
      v. ETSU International Friends & Buc Buddies Programs
   b. Study Abroad Opportunities
      i. Faculty Support
      ii. Program Development
      iii. Student Advisement and Placement
      iv. International Education Scholarships
      v. Compliance Oversight (TBR)
c. International Partnerships & Consortium Memberships
   i. Student and Faculty exchange agreements
   ii. Articulation for transfer students and other special programs
   iii. Study Abroad programs with partners
   iv. Research opportunities for faculty and students

2. UNDERGRADUATE RESEARCH & CREATIVE ACTIVITIES
   a. Student-Faculty Collaborative Research Grants
   b. Professional Conference travel for students
   c. Research Discovery work study student positions
   d. Summer Undergraduate Research Fellowships
      i. NSF Research Experience for Undergraduates, R.A Pyles [PI]
   e. Annual Boland Undergraduate Research Symposium
   f. Faculty Support
      i. Professional Development course: GRAD 7850 Mentoring Research Students
      ii. Grant submissions

3. HONORS PROGRAMS [by special application and selection]
   a. University Honors Scholars
   b. Midway Honors Scholars
   c. Fine & Performing Arts Honors Scholars
   d. Honors-in-Discipline Scholars (18 programs housed in departments or colleges)
   e. eThesis: Electronic Honors Thesis Repository, Sherrod Library
   f. Honors Courses [UHON]

4. Other Programmatic Areas
   a. The Washington Center Internship & Seminar Program
   b. Language Instruction
      i. Rosetta Stone Language Learning Access (partner with Continuing Studies)
      ii. Online TOEFL Preparation course (partner, Dr. Theresa McGarry, Literature & Languages)
   c. Honors College Assessment Program

5. Councils and Student Organizations
   a. International Advisory Council (standing University committee; all things international)
   b. Honors College Student Council
   c. Model United Nations student organization (partner with Political Sciences)

6. Honors College Events
   a. Overview [Campus-wide; College annual events; Sponsored events]
      i. Campus-wide events
         I. Academic Excellence Convocation
         II. International Education Week Celebration; International Day of Peace Celebration
FACILITIES

Prior to 2005, the University Honors Programs office and student support facilities were located in a small house on W. Maple Street. International Programs & Services was located in one wing of Yoakley Hall, an old residence hall that had been decommissioned. With the advent of the Honors College, with new programs, new emphasis and greater profile, more space was needed. An unsuccessful effort was made by ETSU to provide a new building to house both Honors and Graduate Studies. Thus, the plan was to make space available (and livable) in Yoakley Hall. Renovations of this building began in Fall 2005 and completed in 2006 (first floor only); a second round of renovations to upgrade the 2nd floor and basement, as well as installation of an elevator, occurred just last year (summer 2011—spring 2012). In addition, plans for the new Center for Performing Arts required that the houses on W. Maple Street be vacated. With the support of our students, parents, and alumni, we made the case for the importance of “Honors House”. Over the past years, the Honors House has ranked #1, 2 or 3 in importance among seniors and alumni. The university provided a new location in Ada Earnest House (vacated by the Research Office), and Honors House officially moved in September 2011.

Our new Honors House is home to the University and Midway honors programs, including staff offices and student facilities. The “homey” atmosphere is particularly attractive to potential recruits and their families, giving students in these two programs essentially a “home away from home”. A sitting room provides a perfect spot to meet with potential recruits and their families, or have more relaxed meeting with individual or groups of students. Parents love it. The House also provides students with 24/7 access to a variety of facilities, including:

1. Computer labs  
2. Classroom  
3. Meeting rooms  
4. Study Areas  
5. Group project rooms  
6. Lounge  
7. Kitchen (refrigerator; microwave; etc.)  
8. File storage, etc.

Yoakley Hall (basement, 1st and 2nd floors) is home for both offices and student facilities. International Programs & Services has a reception area, file room, and offices in the west wing of the 1st and 2nd floors. The Dean’s offices, including a conference room, are located in the east wing, 1st floor. The one large room in the basement area has been set aside as a combined classroom/project area/lounge for students in the Fine & Performing Arts Scholars program; students have 24/7 access. The 2nd floor also has offices for the Director of Undergraduate Research (shared space); directors and staff for Fine & Performing Arts Scholars and for Honors-in-Discipline programs; an office for the College Curriculum Coordinator/Faculty; Honors College Student Council office; and space for two part-time employees (Alumni Relations; International recruitment). In addition, the 2nd floor also provides shared and accessible space for all students in our Honors-in-Discipline programs, including: computer lab; seminar room; project area/lounge. Historically, we had hoped that departments and/or colleges with HiD programs would provide space for their honors program students. Unfortunately, that need went unfilled because of the space crunch in almost all facilities across campus. Knowing the importance of such facilities to honors students and to the creation of honors community on campus, the College reserved space in Yoakley Hall for these students, who have 24/7 access to the building and the particular rooms via electronic passkeys (via Buc ID).
## HONORS COLLEGE STAFF AND FACULTY: Summary

<table>
<thead>
<tr>
<th>Division</th>
<th>Position</th>
<th>Time</th>
<th>General Description</th>
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<tbody>
<tr>
<td><strong>International Programs &amp; Services</strong></td>
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<tr>
<td>Dr. Maria Costa</td>
<td>Director</td>
<td>100%</td>
<td>All things international</td>
</tr>
<tr>
<td>Ms. Kelly Hill</td>
<td>Study Abroad Advisor</td>
<td>100%</td>
<td>Advisement, placement ETSU Study Abroad</td>
</tr>
<tr>
<td>Mr. R.J. Powell</td>
<td>International Student Advisor</td>
<td>100%</td>
<td>Immigration &amp; OCP, all international students</td>
</tr>
<tr>
<td>Ms. Janice Howell</td>
<td>Executive Aide</td>
<td>100%</td>
<td>Manager, internatl. student insurance</td>
</tr>
<tr>
<td>Ms. Erin Garner</td>
<td>Secretary</td>
<td>100%</td>
<td>Support for all</td>
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<tr>
<td><strong>Undergraduate Research</strong></td>
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<tr>
<td>Dr. Foster (Frosty) Levy</td>
<td>Director</td>
<td>50%</td>
<td>All things undergraduate research</td>
</tr>
<tr>
<td><strong>Dr. Linda Wyatt</strong></td>
<td>Project Manager (Dean)</td>
<td>100%</td>
<td>Approx. 20%, Research Discovery Program and assessments</td>
</tr>
<tr>
<td><strong>Ms. Donna Williams</strong></td>
<td>Office Coordinator (Dean)</td>
<td>100%</td>
<td>Approx. 20%, Budgets for all grants and fellowships</td>
</tr>
<tr>
<td><strong>University &amp; Midway Honors</strong></td>
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<tr>
<td>Dr. Joy Wachs</td>
<td>Director</td>
<td>100%</td>
<td>Recruitment, Advisement and all other tasks</td>
</tr>
<tr>
<td>Ms. Judy Harrell</td>
<td>Information Specialists</td>
<td>100%</td>
<td>Manager; Schedules banner courses for all</td>
</tr>
<tr>
<td>Ms. Connie Shorter</td>
<td>Secretary</td>
<td>75%</td>
<td>Support for all</td>
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<tr>
<td><strong>Fine &amp; Performing Arts Honors</strong></td>
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</tr>
<tr>
<td>Mr. Patrick Cronin</td>
<td>Director [until Jan. 2013]</td>
<td>100%</td>
<td>Recruitment, Advisement and all other tasks</td>
</tr>
<tr>
<td>Dr. Scott Contreras-Koterbay</td>
<td>Asst. Director [until Jan. 2013]</td>
<td>30%</td>
<td>Recruitment, Advisement, Reporting</td>
</tr>
<tr>
<td><strong>Ms. Eva Lynch</strong></td>
<td>Secretary</td>
<td>100%</td>
<td>Approx. 50%, support</td>
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<tr>
<td><strong>Honors-in-Discipline</strong></td>
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<tr>
<td>Dr. Karen Kornweibel</td>
<td>Director</td>
<td>50%</td>
<td>Advisement, development, coordinates with programs (18)</td>
</tr>
<tr>
<td><strong>Ms. Eva Lynch</strong></td>
<td>Secretary</td>
<td>100%</td>
<td>Approx. 50%, support</td>
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<tr>
<td><strong>Dean's Office</strong></td>
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<tr>
<td>Dr. Rebecca Pyles</td>
<td>Dean</td>
<td>100%</td>
<td>Honors, international, undergraduate research, Washington Center</td>
</tr>
<tr>
<td><strong>Ms. Donna Williams</strong></td>
<td>Office Coordinator</td>
<td>100%</td>
<td>Manager, All budgets, appointments, personnel, Convocation, UR</td>
</tr>
<tr>
<td><strong>Dr. Linda Wyatt</strong></td>
<td>Project Manager</td>
<td>100%</td>
<td>All assessments, Honors Living &amp; Learning, IEW, UR</td>
</tr>
<tr>
<td><strong>Dr. Harold Zimmerman</strong></td>
<td>Prog/Curr Coordinator</td>
<td>100%</td>
<td>Faculty, Honors Quest, Colloquium; External Fellowships, Student Council</td>
</tr>
<tr>
<td><strong>Ms. Susan Kellogg</strong></td>
<td>Alumni/Donor manager</td>
<td>50%</td>
<td>Temporary; alumni and donor relations, planning</td>
</tr>
<tr>
<td><strong>Mr. J. Ben Shupe</strong></td>
<td>Media Manager</td>
<td>50%</td>
<td>Temporary; international student recruitment</td>
</tr>
<tr>
<td><strong>Mr. Daniel Hedden</strong></td>
<td>Faculty</td>
<td>50%</td>
<td>Temporary; Foundations of Research (UHON 3008)</td>
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*Note: Names in blue have significant multiple roles.*
## Honors-in-Discipline Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Division</th>
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<tbody>
<tr>
<td>Dr. Peter Zhao</td>
<td>Arts &amp; Sciences, Chemistry</td>
</tr>
<tr>
<td>Dr. Nicole Prior</td>
<td>Arts &amp; Sciences, Criminal Justice</td>
</tr>
<tr>
<td>Dr. Andrew Herrmann</td>
<td>Arts &amp; Sciences, Communication</td>
</tr>
<tr>
<td>Dr. Jesse Graves</td>
<td>Arts &amp; Sciences, Literature &amp; Languages</td>
</tr>
<tr>
<td>Dr. Daniel Newcomer</td>
<td>Arts &amp; Sciences, History</td>
</tr>
<tr>
<td>Dr. Robert Gardner</td>
<td>Arts &amp; Sciences, Mathematics</td>
</tr>
<tr>
<td>Dr. Jeff Gold</td>
<td>Arts &amp; Sciences, Philosophy &amp; Humanities</td>
</tr>
<tr>
<td>Dr. Mark Giroux</td>
<td>Arts &amp; Sciences, Philosophy &amp; Astronomy</td>
</tr>
<tr>
<td>Dr. Andrea Clements</td>
<td>Arts &amp; Sciences, Psychology</td>
</tr>
<tr>
<td>Ms. Cara Harker</td>
<td>Arts &amp; Sciences, Theatre &amp; Dance</td>
</tr>
<tr>
<td>Dr. Thomas Moore</td>
<td>CBAT, Business and Technology (2)</td>
</tr>
<tr>
<td>Dr. Mike Ramsey</td>
<td>Education, Exercise Science</td>
</tr>
<tr>
<td>Dr. Rosalind Gann</td>
<td>Education, Teaching</td>
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<tr>
<td>OPEN</td>
<td>Nursing</td>
</tr>
<tr>
<td>Dr. Kurt Maier</td>
<td>Public Health, Environmental Health</td>
</tr>
<tr>
<td>Dr. Allan Forsman</td>
<td>Public Health, Health Sci: Human Health</td>
</tr>
<tr>
<td>Dr. Laraine Powers</td>
<td>Public Health, Health Sci: Microbiology</td>
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</tbody>
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## External Fellowship Faculty Sponsors

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Division</th>
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<tbody>
<tr>
<td>Dr. Harold Zimmerman</td>
<td>Honors College, Head of program</td>
</tr>
<tr>
<td>Dr. Maria Costa</td>
<td>Honors College</td>
</tr>
<tr>
<td>Dr. Tricia Metts</td>
<td>Public Health, Environmental Health</td>
</tr>
<tr>
<td>Dr. Phillip Scheuerman</td>
<td>Public Health, Environmental Health</td>
</tr>
<tr>
<td>Dr. Michael Cody</td>
<td>Arts &amp; Sciences, Literature &amp; Languages</td>
</tr>
<tr>
<td>Dr. Michele Crumley</td>
<td>Arts &amp; Sciences, Political Sciences</td>
</tr>
<tr>
<td>Dr. Scott Kirby</td>
<td>Arts &amp; Sciences, Chemistry</td>
</tr>
<tr>
<td>Dr. Angela Lewis</td>
<td>Education, Assoc. Dean</td>
</tr>
<tr>
<td>Dr. Rosalind Gann</td>
<td>Education, Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Ms. Jane MacMorran</td>
<td>Arts &amp; Sciences, Appalachian Studies</td>
</tr>
<tr>
<td>Dr. Richard Kortum</td>
<td>Arts &amp; Sciences, Philosophy &amp; Humanities</td>
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<tr>
<td>Name</td>
<td>Department</td>
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<tr>
<td>Dr. Harold Zimmerman</td>
<td>Honors College</td>
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<tr>
<td>Dr. Leslie MacAvoy</td>
<td>Arts &amp; Sciences, Philosophy &amp; Humanities</td>
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<tr>
<td>Dr. Brian Maxson</td>
<td>Arts &amp; Sciences, History</td>
</tr>
<tr>
<td>Dr. Elwood Watson</td>
<td>Arts &amp; Sciences, History</td>
</tr>
<tr>
<td>Ms. Jamie Price</td>
<td>Arts &amp; Sciences, Mathematics</td>
</tr>
<tr>
<td>Dr. Edith Seier</td>
<td>Arts &amp; Sciences, Mathematics</td>
</tr>
<tr>
<td>Dr. Tony Cavendar</td>
<td>Arts &amp; Sciences, Sociology &amp; Anthropology</td>
</tr>
<tr>
<td>Dr. David Harker</td>
<td>Arts &amp; Sciences, Philosophy &amp; Humanities</td>
</tr>
<tr>
<td>Dr. Frank Hagelburg</td>
<td>Arts &amp; Sciences, Physics &amp; Astronomy</td>
</tr>
<tr>
<td>Mr. Patrick Cronin</td>
<td>Honors College</td>
</tr>
<tr>
<td>Dr. Scott Contreras-Koterbay</td>
<td>A&amp;S, Art &amp; Design and Honors College</td>
</tr>
<tr>
<td>Dr. Rebecca Pyles</td>
<td>Honors College</td>
</tr>
<tr>
<td>Mr. Daniel Hedden</td>
<td>Honors College (temporary)</td>
</tr>
<tr>
<td>Dr. Joy Wachs</td>
<td>Honors College</td>
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<tr>
<td>OPEN</td>
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<tr>
<td>Dr. Michael Cody</td>
<td>Arts &amp; Sciences, Literature &amp; Languages</td>
</tr>
<tr>
<td>Dr. Tom Schacht</td>
<td>College of Medicine</td>
</tr>
</tbody>
</table>

In addition to these dedicated faculty in specified honors courses, faculty from colleges offering undergraduate degrees also teach designated honors courses in their Honors-in-Discipline programs, and provide Honors Enriched course opportunities. Finally, we have amazing faculty from all colleges (including Medicine and Pharmacy) who serve as faculty mentors on Honors Thesis courses (xxxx 4018) for students in all honors programs and on independent research projects in our undergraduate research programs.
HONORS COLLEGE

UNDERGRADUATE RESEARCH & CREATIVE ACTIVITIES
Honors College

Office of Undergraduate Activities & Creative Activities

Mission

The Office of Undergraduate Research encourages and supports students engaged in research activities of all types, in the form of instructional workshops, symposia to showcase research, and monetary aid.

Summary of Programs to Support Undergraduate Research

- **Workshops**
  - Safety Training Workshop
  - Oral Presentation Workshop
  - eThesis Workshop

- **Student-Faculty Collaborative Grants**: Provides funds (up to $1000) to purchase supplies and facilitate travel to research sites. Proposals can be submitted in fall and spring competitions.

- **Undergraduate Summer Fellowships**: Since 2007, students can apply for funds to support summer research, enrollment, and a stipend to obviate the need to seek summer employment.

- **Research Abroad**: We provide a travel stipend in addition to a Collaborative grant to students whose research is conducted abroad.

- **Research Discovery Work Study**: Offers an entry-level research experience for eligible students and provides research support personnel for faculty.

- **Undergraduate Travel Program**: Provides funds for students to present their research findings at conferences of professional societies or to give performances/art shows. To qualify, students must be presenting their original work. We have supported travel to state and regional conferences, to conferences all across the country, and also travel internationally.

- **eThesis**: In 2009, we collaborated with Sherrod Library to institute an electronic repository for undergraduate theses. Our theses are now accessible via the Millennium catalog and discoverable using internet search engines. Students gain further research experience because the submission process mimics that for submission of a manuscript.

- **Special Events in Undergraduate Research**
  - **ETSU Boland Undergraduate Research Symposium**: An all-day event at the Millennium Centre that features oral presentations and performances.
  - **Posters-at-the-State Capitol**: We are a founding member of this event that was the recipient of the TBR Academic Excellence Award in 2009.
  - **WETS**: Yearly shows devoted to undergraduate researchers. Collaboration on a publication that describes how radio can highlight undergraduate research.
I. Basic Programs and Accomplishments

In 2005, ETSU enhanced its commitment to undergraduate research and began a process to incorporate undergraduate research into the culture of the university. The following programs resulted from that initiative:

- Half-time Director of Undergraduate Research & Creative Activities;
- Institutional membership to CUR (Council on Undergraduate Research)
- Becoming a collaborating institution on an NSF-funded project to analyze learning derived from undergraduate research ($430,000K);
- Publications on undergraduate research in scholarly journals and books;
- Internal funding for Student-Faculty Collaborative Grants
  - the number of grants has increased from less than 10/year to more than 30/year
- Development of Research Abroad
- initiation of Undergraduate Student Travel Grants annual increases in internal funding
  - the number of students supported each year ranges from 33-56 since inception in 2007. In the past two years, students presented their research in 17 states and 2 foreign counties
- sponsorship of an annual Undergraduate Research Symposium
  - the number of participants has grown from 25 to over 90, with representation in 2012 from 28 departments in 6 colleges
- development of the Research Discovery Work Study program to provide students with an early exposure to research. When the federal government reduced work study funding by approximately 50% in the 2010-11 academic year, ETSU maintained and increased the Research Discovery program with internal funding.
- development of an electronic searchable database to match students to mentors
- hosting mentoring workshops for faculty
- hosting oral presentation and safety training workshops for students
- progressive expansion of the breadth of departments/disciplines participating in undergraduate research programs
- expansion of the number of disciplines with a research thesis-based Honors Program
- annual evaluations of programs by students and faculty mentors
- logistic support for external grants and grant proposals
Collaborative Initiatives

The ETSU Office of Undergraduate Research & Creative Activities has partnered with other on- and off-campus units to offer innovative opportunities for students. These include:

- Radio shows highlighting undergraduate researchers and their projects (collaboration with WETS-FM)
- An option for electronic thesis submission (“eThesis”) that places theses in a repository hosted by the university library and searchable via the library catalog (collaboration with Sherrod Library). ETSU was one of the first universities to provide electronic publication of undergraduate theses. Undergraduate theses also can be found by searching an internet search engine.
- Participation in the annual Posters-at-the-State Capitol event in Nashville. ETSU was a founding member institution. The event received the 2007 Tennessee Board of Regents Academic Excellence Award (collaboration with other state research universities)
- Hosting live safety training for undergraduate researchers (collaboration with Office of Environmental Safety)
- Partnering with the Office of Equity & Diversity to increase participation of minority faculty members

Summer Programs

Summer Programs supported by the Office include:

- A limited number of Research Discovery Work Study positions (initiated in 2011)
- Undergraduate Research Fellowships with stipends
- Student-Faculty Collaborative Grants
- College of Medicine Life Sciences Mini-Symposium
- Discipline-specific REU programs
II. Core Program Descriptions

A. Student-Faculty Collaborative Research Grants and Summer Fellowships

Brief Description: Provides grants of up to $1000 to fund undergraduate research projects. Funds can be used for supplies and travel to research sites.

Date Instituted: 1995

Major Revisions Since 2005
1. Increase in funding from <$15,000 to >$30,000
2. Addition of a spring “Call for Proposals” and funding cycle
3. Adoption of an external review system
4. Funding for Research Abroad
5. Generated external funding to establish Summer Fellowships

Major Accomplishments
These funds facilitate completion of high quality research projects, many of which result in peer-reviewed publications and presentations. With the funding increases after 2005, the number of grants funded increased as has the diversity of disciplines represented by recipients. A spring “Call for Proposals” that was initiated in 2006-7 has become as popular as the fall competition. The Summer Fellowship program, in addition to allocating funds for research, also provides summer stipends that allow students to work on research during summers. The application process for Grants and Fellowships has been upgraded to mandate that students and faculty jointly write the proposal and that students include a statement of their goals. All grants are reviewed by at least one expert in the discipline.

Efforts to increase the numbers of participating faculty mentors, departments, and college has been successful. Faculty mentors come from all major units of the university, including those with no formal undergraduate programs (e.g., College of Medicine; College of Pharmacy; Department of Physical Therapy).
B. Undergraduate Student Travel Grants

**Brief Description:** Provides up to $500 per trip to offset costs for undergraduate students to present their research results at professional meetings. The student must be the primary presenter. Students can apply for two grants during their undergraduate tenure.

**Date Instituted:** 2005/06

**Major Accomplishments**
These grants have sent 33-56 students per year to present their research at professional meetings. We support travel to international, national, regional, and local meetings. Recent meeting locations have included Singapore, Mexico, Canada, Washington DC, Boston, Denver, New Orleans, Chicago, Memphis, Nashville, Asheville, and Chattanooga. Fluctuations in the numbers of students is attributable, in part, to the number grants for multiple students to travel to one conference as a group.

<table>
<thead>
<tr>
<th>Year</th>
<th>#Students</th>
<th>#Mentors</th>
<th>#Depts</th>
<th>#Colleges</th>
<th>Total $$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-6</td>
<td>42</td>
<td>10</td>
<td>10</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2006-7</td>
<td>43</td>
<td>18</td>
<td>11</td>
<td>2</td>
<td>$8,600</td>
</tr>
<tr>
<td>2007-8</td>
<td>56</td>
<td>15</td>
<td>16</td>
<td>4</td>
<td>$8,900</td>
</tr>
<tr>
<td>2008-9</td>
<td>33</td>
<td>19</td>
<td>14</td>
<td>5</td>
<td>$9,900</td>
</tr>
<tr>
<td>2009-10</td>
<td>51</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>$8,700</td>
</tr>
<tr>
<td>2010-11</td>
<td>52</td>
<td>18</td>
<td>10</td>
<td>4</td>
<td>$10,600</td>
</tr>
<tr>
<td>2011-12</td>
<td>42</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>$7,145</td>
</tr>
</tbody>
</table>
C. ETSU Boland Undergraduate Research Symposium (and other presentation venues)

**Brief Description:** A full-day symposium highlighting undergraduate research accomplishments held at the Millennium Centre. Students give 15-minute oral presentations open to the public. This venue complements the Appalachian Research Forum where undergraduate can present their research in poster, but not oral format.

**Date Instituted:** 2005/06

**Major Revisions Since 2005**
1. Addition of thesis sessions (2011) with 30-minute presentations

**Major Accomplishments**
The Symposium has experienced a steadily increasing number of participants and increasing diversity of disciplines represented. The first Symposium had only 25 participants but has since grown to over 90 participants, with noteworthy discipline expansion into the performing arts and an enhanced role for display artists. Approximately 100 people (student presenters; faculty mentors; Symposium attendees) attend the luncheons.

![Graph of Undergraduate Participation in ETSU-Sponsored Symposia](image1)

Appalachian Research Forum

During the early years of the Forum in the early 1990s, this was an event exclusively for graduate students and medical fellows. In the late 1990s, undergraduates were permitted to enter posters but the numbers were low and all were from the sciences. Undergraduate participation began to gradually increase after 2000.

Since 2011, undergraduate research students account for more posters at the Appalachian Research Forum than any other student category (graduate students; post-docs; medical fellows and residents) and nearly equal the total from all other student categories combined. This is a quantum increase from ten years ago when undergraduate research was a minor component of the Forum.

Undergraduate Research has additional involvement at the Forum with representation on the Forum Task Force, sponsoring the Oral Presentation Workshop, and during the Forum, manning an Honors table and hosting the Students Artists show.
Smaller Presentation Venues
ETSU hosts three additional annual research presentation venues.

- The Department of Philosophy hosts the Appalachian Regional Student Philosophy Colloquium, held at the Carnegie Hotel and Yoakley Hall.
- The College of Medicine hosts an Undergraduate Life Sciences Research Summer Symposium.
- The Department of Literature & Languages sponsors the Southern Appalachian Student Conference on Literature.

D. Research Discovery Work Study
Having experienced major changes in funding and administration in the past two years, a comprehensive review was recently completed for the Research Discovery program. See the attached review and publication for details.

E. Posters-at-the-State Capitol
Brief Description: This event for state legislators showcases innovative undergraduate researchers. Each state university can send six student researchers to present their research findings in poster format. Posters are set up in the Legislative Plaza Building of the capitol. ETSU was one of the founding universities for this event which was awarded the TBR Academic Excellence Award in 2007. Originally restricted to TBR institutions, the event now includes all state-supported research universities across the state.

Date Instituted: 2006

Major Accomplishments
Each year, the organizer recognizes ETSU for the exceptional interactions with the regional legislators. All of the ETSU Undergraduate Researchers meet one-on-one with representatives from their home district. Virtually all of the regional members of the state legislature attend the luncheon with the ETSU students. Through this program, we have developed a strong relationship with most members of the regional delegation.

In 2012, three of our students were visual and performing artists. To accommodate presentation of their creative works, we pioneered the use of audio-visual technology in the poster presentations.

F. eThesis Undergraduate Electronic Thesis Repository
Brief Description: In collaboration with faculty at Sherrod Library, the Office of Undergraduate Research developed an electronic repository for undergraduate theses. The repository uses state of the art technology and places ETSU at the forefront of electronic undergraduate theses. Attached is a detailed report and peer reviewed publication outlining development and usage of the repository.

Date Instituted: 2009
Major Accomplishments

Submission of an eThesis was gradually implemented as an Honors Thesis requirement. The system serves all Honors programs and in 2012-13 will move from optional to required for Honors-in-Discipline theses.

<table>
<thead>
<tr>
<th>Year</th>
<th># Theses</th>
<th>#Depts</th>
<th>#Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>38</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>28*</td>
<td>17</td>
<td>5</td>
</tr>
</tbody>
</table>

* does not include August and December graduates

G. Support for Undergraduate Research in Other University Units

- **Grant Proposal Support.** The Office of Undergraduate Research & Creative Activities provided letters of support, data, and supplemental documentation to enhance approximately 20 grant proposals submitted by faculty members. Several of these proposals were funded (Liu [Biology] funded by NSF; McDowell/Levy [Biology/Honors] funded by Harris Fund; Chen/Antkiewicz [History/Political Science] funded by DOE; Hurley [McNair] funded by DOE; Stuart [Internal Medicine funded by NIH; Kumar [Biology] funded by NSF; Ahmad [Biology] funded by NIH; Kortum [Sociology & Anthropology] funded by NEA).

- **Conference Support.** Annual support for the Philosophy Research Colloquium. Other conferences are provided support upon request to the Honors College.

- **Reports for Academic Departments.** To broaden participation among departments and faculty, we provided each department chair with a report showing the level of participation by students and faculty in their discipline. These reports included recommendations on how to increase participation and highlighted areas where gains in the level of participation were most likely, i.e., undergraduate research programs that they can be using to greater advantage.

- **Diversity Impetus.** Recently (summer 2012), we began working with the ETSU Office of Equity and Diversity to increase participation of minority faculty members in undergraduate research programs. For several years, we have had a close working relationship with the McNair Scholar Program as many of the McNair students participate in the Symposium, some participate in the Posters event, and several receive grants. The McNair Program provides some monetary support for the Symposium.
H. Publicity for ETSU Undergraduate Research

- A former ETSU University Honors Scholar completed an internship with Mr. Wayne Winkler (Station Manager, WETS-FM) where he produced a feature on undergraduate researchers. In effect, an undergraduate researcher produced an original program on undergraduate research and researchers!
- WETS-FM regularly runs entire programs dedicated to interviewing and highlighting the accomplishments of undergraduate researchers.
- Undergraduate Research was the cover story of the ETSU Research webpage.
- Local newspapers carried stories on student researchers in Mongolia, Posters-at-the-Capitol presenters, and the Arboretum Tree Evaluations.
- The Undergraduate Research Symposium is featured each year in newspaper and television media.
- At the annual Posters-at-the-State Capitol, the ETSU contingent meets with 6-12 state legislators per year. Student meetings are one-on-one. Each year, ETSU is singled out by the organizer for our success in interacting with our state delegation.

I. Scholarship Related to Undergraduate Research

Four papers related to undergraduate research have been published and three presentations have been given in the past five years. These include publications that describe collaborative work between the Honors College/Office of Undergraduate Research and ETSU’s Sherrod Library, WETS-FM, Office of Financial Aid, and external institutions. All highlight exceptional and novel aspects of the ETSU undergraduate research program.

Publications Related to Undergraduate Research


Presentations at Professional Meetings


III. Initiatives 2009-2012

- **Oral Presentation Workshop.** Organized an annual Oral Presentation Workshop designed to give student researchers professional advice on oral presentations. The first workshop in 2009 (presented by Dr. Patti Cutspec, Department of Communications) was attended by five undergraduates and three graduates/medical residents. The more recent workshops (presented by Dr. Harold Zimmerman, Honors College/Literature & Languages) have had in-person attendances of 25+ with additional participation through an internet video stream (through University Media). The video can be viewed at:
  
  [http://elearning.etsu.edu/honors/oralpresentation.htm](http://elearning.etsu.edu/honors/oralpresentation.htm)

- **Research Mentoring Workshop.** Developed and participated in a for-credit workshop for faculty on research mentoring (GRAD 7850 Mentoring Student Research). Enrollment has ranged from 6 to 22 and included faculty members representing all ranks from five colleges. The workshop is a collaborative effort between The Graduate School (Dr. Cecilia McIntosh) and The Honors College (Dr. Foster levy; Dr. Rebecca Pyles).

- **Safety Training Workshops.** To ensure that all student recipients of research grants from the Office of Undergraduate Research have proper training and knowledge of safety practices, all grantees conducting laboratory, field, or artistic research are required to complete an approved safety training. The Office of Undergraduate Research sponsors two workshops per year with presentations by safety professionals from the ETSU Safety Office. These workshops train approximately 30-40 students per year; attendance is open to all students.

IV. Progress Towards Goals

With the passing of five years since mid-range goals were established and approved in 2007, it is now time to evaluate progress in achieving those goals. The goals statement follows (quoted from 2006-7 Annual Program Review Narrative Summary):

“The primary mid-range (1 - 5 year) goal for the undergraduate research program at ETSU is to increase student involvement in research projects and to do this by involving a greater number of faculty mentors. It is important to involve students and mentors from a wider reach of departments and colleges to work towards a culture in which undergraduate research is considered a particularly worthwhile endeavor. Towards this goal, recruitment of newer, untenured faculty members to serve as mentors represents a means to effect long-lasting gains.”
Activities in Support of Goals

1. The Honors College hosts an annual reception in September for new and second year faculty members that includes a brief presentation on Undergraduate Research programs.

2. Distinctions and similarities of undergraduate and graduate research serves as a theme of the professional development course for faculty, Mentoring Student Research Workshop (GRAD 7850, 1 credit).

3. Individual meetings with new chairs of departments and program heads in Colleges of Medicine, Nursing, Pharmacy, Physical Therapy, and Allied Health to promote participation in undergraduate research programs.

4. Performed department-specific three-year reviews of participation in undergraduate research programs with recommendation to increase activity. Sent to chairs of all A&S departments and selected other units.

5. With Dean of the Graduate School, developed a framework and syllabus outline for a faculty development course in Research Ethics.

The “Future Agenda”
(quoted from Narrative Summary 2007-8): Current Year’s Progress

“Expansion of student and faculty involvement in undergraduate research here and abroad”

Progress:
- Increased diversity of mentors, departments and colleges sponsoring student grant/fellowship/research discovery recipients
- Grant and logistic support for students to conduct Research Abroad
- In 2011-12, a total of 191 undergraduate researchers presented research at local and professional venues
- Expansion of the Research Discovery Work Study program to serve more students. The expansion was accompanied by an increase in the diversity of participating faculty members and departments.
- Distribution of Undergraduate Research brochures for students at multiple locations throughout campus
- Annual placement of “tent tables” in student cafeteria advertising the Undergraduate Symposium
- Distribution to faculty of brochures explaining programs

“...initiation of faculty development activities,”

Progress:
- A “Mentoring Student Research Workshop” was developed for faculty members. The one credit hour professional development course (GRAD 7850) has been taught three of the past four years (Instructors: Levy; Pyles; McIntosh).
Planning resulted in a proposed syllabus for a Research Ethics course to be housed in ORSP.

“...and involvement in research on undergraduate research set a broad framework for advancing the goals of the Office of Undergraduate Research & Creative Activities. These activities should constitute the Office agenda for the next three years.”

Progress:
- ETSU is an institutional member of the Council for Undergraduate Research (CUR). Foster Levy held a Councilor position for three years (2008 - 2011) during which time he attended business and annual meetings.
- The Office of Undergraduate Research has representation as a member of:
  - Appalachian Research Forum Task Force
  - Search committees (Associate VP for Research & Sponsored Programs (2009); Honors College Program Coordinator (2009); Honors-in-Discipline Program Director (2012); chair of search committee for University Honors Program Director (2012)

V. Summary Statement

Toward the goal of “changing the culture” at ETSU to increased awareness and participation in undergraduate research programs, all of our programs are reaching more students compared to five years ago. Moreover, the diversity of mentors, departments, and colleges represented has all increased so that undergraduate researchers can now be found in all major university academic units. Students in limited numbers have conducted Research Abroad and some have presented their research results at professional conferences abroad.

<table>
<thead>
<tr>
<th>Undergraduate Participation In Research Activities (number of participants or grantees)</th>
<th>Program</th>
<th>2005-6</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-F Collaborative Grants</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Summer Fellowships</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Research Discovery Work Study</td>
<td>0</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Travel Grants</td>
<td>42</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Boland Symposium</td>
<td>23</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Appalachian Research Forum</td>
<td>20</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Posters-at-the-State Capitol</td>
<td>0</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>eThesis</td>
<td>0</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Workshops (Safety; Oral)</td>
<td>0</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total Students Served</strong></td>
<td><strong>112</strong></td>
<td><strong>357</strong></td>
<td></td>
</tr>
</tbody>
</table>
We continue to experience marked gains in the numbers of students presenting their research at in-house conferences, most dramatically as oral presentations at the Boland Undergraduate Research Symposium and as poster presentations at the Appalachian Research Forum. These increases undoubtedly reflect, (i) increased research activity stimulated by the various honors, grant, and research work study programs, and (ii) successful efforts to integrate all forms of original work into the ETSU research mainstream.

Faculty participation in “Student Mentoring Workshops” provided further evidence that faculty members have an interest in developing their mentoring skills. The workshop attracts a surprising number of tenured faculty from the Associate and Professor ranks and remarkably widespread representation across campus--faculty participants represented 12 departments across six colleges. Assessment of the workshop showed general satisfaction with the syllabus, scheduling, and the allocation of time to each topic.

Each of the funding programs administered by the Office of Undergraduate Research & Creative Activities undergoes an annual assessment. Student and mentors report high satisfaction with each of the programs (assessment for the Research Discovery Program is shown in the 2011-12 Annual Report).

<table>
<thead>
<tr>
<th></th>
<th>Percent Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2006-7</td>
</tr>
<tr>
<td><strong>Travel Awards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Number responding</td>
<td>8</td>
</tr>
<tr>
<td>Application procedure appropriate</td>
<td>100</td>
</tr>
<tr>
<td>Worthwhile professional experience</td>
<td>100</td>
</tr>
<tr>
<td>Funding was adequate</td>
<td>88</td>
</tr>
<tr>
<td><strong>Grant Awards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Number responding</td>
<td>10</td>
</tr>
<tr>
<td>Application procedure appropriate</td>
<td>100</td>
</tr>
<tr>
<td>Turnaround time was appropriate</td>
<td>100</td>
</tr>
<tr>
<td>Faculty mentor was excellent</td>
<td>90</td>
</tr>
<tr>
<td>Funding was adequate</td>
<td>50</td>
</tr>
<tr>
<td><strong>Faculty Questions (all programs)</strong></td>
<td></td>
</tr>
<tr>
<td>Number responding</td>
<td>11</td>
</tr>
<tr>
<td>Student learned about research</td>
<td>55</td>
</tr>
<tr>
<td>Would mentor another student</td>
<td>91</td>
</tr>
</tbody>
</table>
Almost all students felt the Student-Faculty Collaborative Grant and Undergraduate Student Travel Award application processes and turnaround times were appropriate. Similarly, virtually all students felt the travel to professional conferences was a worthwhile endeavor. Responses to whether the funding was adequate to cover the cost of the travel or the research were mixed—this may reflect the high cost of transportation and lodging for travel grants. For research grants, research in some disciplines can be quite expensive, exceeding our funding resources.

Despite our extensive website and electronic orientation of modern students, most students learn about research opportunities from faculty members, that is, one-on-one interactions are still critical in this educational sphere. A most telling indicator of the success of undergraduate research programs is that 90% of the faculty mentors state they would mentor another undergraduate student.
HONORS COLLEGE

UNIVERSITY & MIDWAY HONORS

FINE & PERFORMING ARTS HONORS

HONORS-IN-DISCIPLINE
**HONORS COLLEGE**

**UNIVERSITY & MIDWAY HONORS PROGRAMS**

**OVERVIEW**

**University Honors Scholars**

The University Honors Scholars Program (UHS) has been welcoming gifted students to ETSU’s campus since 1993. It became part of the Honors College when the college was founded in 2005. This program is noted for its cohort structure and specially designed general education courses that prepare students to be educated citizens. This is a four-year, full-scholarship program, currently admitting 22 students per academic year. Admission is by a competitive application process. Applicants must have an ACT score of at least 29 and a high school GPA of at least 3.5.

UHS students participate in a rigorous academic curriculum of honors courses, many of which meet their general education requirements (see table, page 5), while also being engaged in major degree programs across the university (all colleges with undergraduate degrees). Our graduates are successful in entering the job market and in gaining admission to graduate and professional schools (medical, dental, pharmacy, physical therapy, veterinary, and so on).

Twenty-two University Honors Scholars were admitted to the program fall semester 2012 including the first African-American scholar, Woodson, Carpenter; a member of the cross country team, Chase Mussard; and the Kentucky Governor’s Scholar Award recipient, Emily Wills.

**Midway Honors Scholars**

The two-year Midway Honors Scholars Program (MHS) was established with the founding of the Honors College in 2005. The program was designed specially to attract exceptional transfer students to ETSU from other universities and from community colleges. Each year, we welcome 20 new Midway Scholars to campus. The program provides tuition and fees plus an honors stipend each semester (4 semesters total), as well as a one-time award (summer research fellowship; summer tuition; study abroad; 5th semester). This program is noted for the diversity of admitted students in terms of both demographics and experience.

MHS students also participate in a rigorous academic curriculum, although one composed significantly of honors courses (designated or enriched) in their area of major. The Honors College Foundations of Research course was originally designed for this program, serving to help students transition to ETSU, form a cohort in their honors program, and instructing them on the skills and practice of research. Graduates of this program also are successful in moving into the job market and continuing their studies in graduate and professional degree programs.

Twenty-one Midway Honors Scholars were admitted to the program fall semester 2012 including Brittany Thomas, one of 20 outstanding students named to the All-USA Community College Academic Team; Beverly Henderson, a mother and grandmother preparing for pharmacy school; Joni Watson, a dental hygienist, who aspires to become a dentist; and Laci and Tarra Baker, sisters who plan to become an English professor and a physician, respectively.
**Notable Accomplishments, Current Students**

Continuing scholars have also demonstrated their remarkable abilities and willingness to serve. Iqra Ahmad was elected SGA president last spring. Her speech at Faculty Convocation reflected her ability to organize ideas and present them persuasively. Jennifer Grant was part of the Farmers Market initiative, one of the few Farmers Markets on a university campus. Rees Burt received an American Physiological Society summer research grant to study the long-term effects of sepsis on the heart. Min-Zhi Chin is producing an animation for her Midway Honors Thesis and dreams of one day working for Pixar. In 2011, scholars collaborated under the direction of Dr. Zimmerman to produce a book of essays, illustrations and pictures titled *Surviving and Thriving in College*. The book is sold on Amazon.com.

**FACILITIES**

Honors House is the one aspect of Honors at ETSU that always receives high marks for importance among prospective students and parents, graduating seniors, and alumni. From 1992—2011, Honors House was located on W. Walnut Street, originally serving 80 students. In September 2011, Honors House was relocated to Ada Earnest House, which now provides sufficient space for the increased numbers of students participating in UHS and MHS programs. All honors scholars have 24/7 access to Honors House via a combination lock system. Honors House offers three floors of resources including a computer lab and printer on second floor; a conference room with projection system, living room and small office with computer on the main floor; and in the basement, a kitchenette, TV lounge, meeting rooms and individual offices with computers.

**STAFF**

Dr. Joy Wachs, Director of the UHS and MHS programs, reports to the Dean of the Honors College. Dr. Wachs just joined us in this position (August 2012), after serving as Honors-in-Discipline Coordinator in Nursing for many years. In her role as Director, Dr. Wachs manages the annual student recruitment and selection processes, recommends and maintains program standards, advises and mentors students, recommends curricular changes for both programs, supports faculty who teach honors and honors-enriched courses, oversees the use and maintenance of Honors House, and acts as steward for all program resources.

Ms. Judy Harrell serves as full-time support for both programs, ably assisted by Ms. Connie Shorter (part-time secretary).
FACULTY

The University Honors Scholars Program draws faculty primarily from the College of Arts and Sciences, creating interdisciplinary teaching teams where appropriate. For example, Quest for Meaning and Values is taught by Dr. Leslie MacAvoy (Chair, Department of Philosophy & Humanities) and Dr. Harold Zimmerman (Curriculum Director, Honors College; faculty, Department of Literature & Languages); and Great Ideas in Science is taught by Dr. David Harker (Department of Philosophy & Humanities) and Dr. Frank Hagelburg (Department of Physics & Astronomy). Other faculty members teach discipline specific courses, such as Dr. Tony Cavender (Honors Cultural Anthropology; Department of Sociology & Anthropology) and Dr. Brian Maxson (Honors U.S. History to 1877; Department of History).

Both University and Midway Honors Scholars enroll in UHON 3008 Foundations of Research, currently taught by Drs. Pyles (Department of Biology), Daniel Hedden (Honors College and Department of Philosophy & Humanities) and Wachs (College of Nursing). Because of the student success associated with this course, a new College initiative this year is to offer this course to HID students in spring 2013.

Students in both programs also attend Honors Colloquium every semester, along with those in the Fine & Performing Arts Program. This course emphasizes assignments that focus on personal and professional development; service activities; mentoring across classes. The courses are taught by Dr. Harold Zimmerman, although a special Senior Fall Colloquium is taught by Dr. Michael Cody (emphasis on honors thesis and career goals). These courses also function very effectively in creating a greater sense of community among honors scholars in all cross-campus honors programs.

In addition to faculty who teach courses specifically for University and Midway Honors Scholars, a significant number of faculty in each college teach honors or honors-enriched courses offered to students in all programs. Faculty from across campus are also active in mentoring students in the Honors Thesis courses appropriate to their major or minor fields of study.

FINANCIAL SUPPORT

University Honors Scholars

Many students in this program are Tennessee residents who are also awarded Lottery Scholarships. Because this program provides an ETSU “full” scholarship, the lottery award is combined every semester with the ETSU contribution to achieve each “full” scholarship awarded.

- Tuition and Fees
  - In state tuition (maintenance fee) plus out-of-state tuition if applicable and mandatory fees (service fees, technology access fees, fee for the CPA, other instructional fees). Fees for RODP and specialty courses not required for graduation are not covered.

- Room and Board
  - A basic, semi-private room in a mid-priced university residence hall and the cost of the standard meal plan (Resident Advantage Plan). If students choose to live in a higher priced residence hall, they pay the difference.
• Honors Allowance
  o Students awarded the Tennessee Hope Scholarship (Lottery) receive $1000 each semester for books or other expenses.
  o Out-of-state students (do not receive the lottery award) are provided an allowance of $150 to be used for books or other expenses.

• Stanton Scholarships (ETSU Foundation) are awarded by the Director of the University Honors Scholars Program to recognize particularly high-achieving students. Students identify the scholarship on resumes as a special achievement. However, the $750 award is combined with other funds to equal the total appropriate to a full scholarship.

Midway Honors Scholars receive

• Tuition and Fees
  o In state tuition (maintenance fee) plus out-of-state tuition if applicable and mandatory fees (service fees, technology access fees, fee for the CPA, other instructional fees). Fees for RODP and specialty courses not required for graduation are not covered.

• Honors Allowance is $500 each semester for books or other expenses.

• One-Time Award of $2500 to support study abroad, a summer research fellowship. Students also may apply funds to summer tuition or a 5th semester tuition and fees.
PROGRAM COMPONENTS

University Honors Scholars Program Curriculum

The University Honors Scholars participate in a rigorous academic curriculum of honors courses, many of which meet their general education requirements:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE (Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Freshman</strong></td>
</tr>
<tr>
<td></td>
<td>First</td>
<td>HUMT 1218</td>
<td>Quest for Meaning and Values I (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 2018</td>
<td>Honors US to 1877 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 1530-088 OR MATH 1910-088</td>
<td>Honors Probability and Statistics (3) OR Honors Calculus (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 1108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>ENGL/PHIL 1228</td>
<td>Quest for Meaning and Values II (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 2028</td>
<td>Honors US since 1877 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANTH 1240-088</td>
<td>Honors Introduction to Cultural Anthropology (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 1108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Sophomore</strong></td>
</tr>
<tr>
<td></td>
<td>First</td>
<td>PHYS 2018</td>
<td>Great Ideas in Science I (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THEA 2128</td>
<td>Artistic Experience I (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 2108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>ARTA 2128</td>
<td>Artistic Experience II (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYS 2118</td>
<td>Great Ideas in Science II (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 3008</td>
<td>Foundations of Research (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 2108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Junior</strong></td>
</tr>
<tr>
<td></td>
<td>First</td>
<td>UHON 3108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>WMST 2010-088</td>
<td>Introduction to Women’s Studies (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 3108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OPTIONAL</td>
<td>UHON 3321</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td></td>
<td>First</td>
<td>UHON 4108</td>
<td>Honors Special Senior Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xxxx 4018</td>
<td>Honors Thesis (3)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>UHON 4108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>xxxx 4018</td>
<td>Honors Thesis (3)</td>
</tr>
</tbody>
</table>
Midway Honors Scholars Curriculum

The Midway Honors Scholars focus primarily on coursework for their majors and minors but do attend Honors Colloquium and engage in research. They are required to enroll in at least three honors designated or honors enriched courses in their field of study.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>First</td>
<td>UHON 3008</td>
<td>Foundations of Research (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 3108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>UHON 3108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td>Senior</td>
<td>First</td>
<td>UHON 4018</td>
<td>Honors Thesis (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 4108</td>
<td>Honors Colloquium (1)</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>UHON 4018</td>
<td>Honors Thesis (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UHON 4108</td>
<td>Honors Special Senior Colloquium (1)</td>
</tr>
</tbody>
</table>

STUDENTS

Recruitment and Selection: University Honors

*University Honors Scholar* applicants begin requesting applications a year in advance of their ETSU matriculation. The application is sent in response to these requests in September with a deadline for submission of January 31. To increase the number of applications, several recruitment strategies have been used including letters and brochures to high school seniors who have achieved at least a 29 on the ACT and live in Tennessee or adjacent states; ongoing relationships with and mailings to guidance counselors and principals at area high schools; and current website materials to explain the program and secure applications.

The University Honors Scholar applications are reviewed by faculty, advisor and current student volunteers using D2L access. Over 25 volunteers participate in this process every year. To be considered, applicants must have a minimum GPA of 3.5 or above on a 4.0 un-weighted scale, a composite ACT of at least 29 or SAT (reading and math only) of at least 1280. The score sheets are submitted to the Director and a prioritized list of 40 to 50 students is created based on the average scores (e.g., GPA/curriculum, ACT score, service activities, leadership roles, essay) and recommendation scores of five reviewers. The top 22 applicants are offered admission; if a student declines admission, the next student on the list is offered admission. The top 20 students receive full scholarships for tuition and fees, room and board and book allowance.

For Fall 2012 admissions, University Honors Scholars had an average high school GPA of 3.90 and an average ACT score of 30. These students were valedictorians and salutatorians, presidents of student councils and their senior classes, officers in student organizations, captains of athletic teams, and volunteers for a variety of community and faith-based organizations including community hospitals,
nursing homes, animal shelters and churches. Currently 94 students, from freshman to super-senior, participate in the program. As a whole, students entered the university with an average ACT score of 31 and an average high school GPA of 3.97. Current participants maintain an average overall GPA of 3.8 in their studies at ETSU.

**Recruitment and Selection: Midway Honors**

*Midway Honors Scholar* applicants are transfer students recruited through community colleges, particularly Northeast State and Walters State, other 4-year colleges and universities, and website materials to explain the program and secure the applications. College and career fairs are included in the recruitment of these outstanding students.

MHS applications, due March 15 of each year, are evaluated in much the same way as the UHS applications. Approximately 15 faculty, advisors and current students evaluate the 40 or more applications and score them as are the UHS applicants. Students are prioritized on the basis of their application and priority scores; the top 20 applicants are offered admission and a 4-semester scholarship. If a chosen applicant declines admission, the next applicant on the priority list is offered admission.

For Fall 2012 admissions, Midway Honors Scholars had an average college GPA of 3.8. These students were (examples of activities and leadership roles).

**Majors**

<table>
<thead>
<tr>
<th>COHORT</th>
<th>Business</th>
<th>Biology</th>
<th>Chemistry</th>
<th>English</th>
<th>Psychology</th>
<th>Health Profession</th>
<th>Other</th>
<th>Un-declared</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHS 1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>9*</td>
<td>1**</td>
<td>3</td>
</tr>
<tr>
<td>UHS 2</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>8*</td>
<td>4**</td>
<td>1</td>
</tr>
<tr>
<td>UHS 3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4*</td>
<td>5**</td>
<td>2</td>
</tr>
<tr>
<td>UHS 4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2*</td>
<td>9**</td>
<td>0</td>
</tr>
<tr>
<td>UHS 5*</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1*</td>
<td>2**</td>
<td>0</td>
</tr>
<tr>
<td>MHS 1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5*</td>
<td>4**</td>
<td>0</td>
</tr>
<tr>
<td>MHS 2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4*</td>
<td>6**</td>
<td>0</td>
</tr>
<tr>
<td>MHS 3*</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7*</td>
<td>6**</td>
<td>0</td>
</tr>
</tbody>
</table>

+ Super Seniors
* Pre-med, -pharmacy, -physical therapy, public health, allied health, nursing
** Eng Tech; Math; DigitalMedia; Inter Design; History; Computer Sci; Phys Educ; Women’s Studies; Music; Theatre, Philosophy, Art, Sport & Leisure; International Affairs; Communications; Social Work; Crim Justice

**Student Support Activities & Events**

To support University Honors Scholars and Midway Honors Scholars, the Honors College offers early registration opportunities, a prized benefit of joining these elite groups. They are also represented on the Honors College Student Council and are encouraged to meet with the Dean if they have concerns that are best addressed by her.
Mrs. Harrell and Ms. Shorter are the most valuable resources in Honors House. They are available during normal business hours to assist students navigating the university bureaucracy, using equipment or having a difficult day. They truly care about the students and their success, spending time each day to listen to students as they share stories of their lives. They establish relationships with the students that extend beyond their years at ETSU.

Students are in and out of Honors House throughout the day and evening, sometimes for a few minutes and other times for several hours. The house is well maintained due to the vigilance of staff and students and the meticulous care offered by Physical Plant employees.

Extracurricular activities, including both Honors College events and community activities, provide students with support from faculty, staff and fellow students. As part of Colloquium and other Honors courses, students enjoy the Basler Challenge Course, Great Room Gigs (e.g., presentations, films, or other activities to which all honors students are invited) and University speeches, plays, art exhibits and concerts. Students are invited to present or attend (freshmen) the Tennessee Honors Council and Southern Regional Honors Council annual conferences every year.

At the beginning of the academic year, new scholars are welcomed to campus with pizza parties. In September, University and Midway Honors Scholars dress down for the Honors College Potluck on the lawn of the Honors House. In the spring, scholars dress up for the Honors College Spring Social held at the Carnegie Hotel. The Honors College honors graduates at the Academic Excellence Convocation, Pinning Ceremony and Graduation Reception. The week after graduation each May, the rising junior University Honors Scholars and faculty travel to Washington, DC for a week of immersion in our nation’s capitol.

Honors Scholars have created events for other Honors Scholars, e.g., Great Room Gigs, and for the entire student body, e.g., Model UN, Civility Day, and Peace Day.

**Study Abroad**

University Honors Scholars often study abroad for a summer or semester. Currently, Shae Keane is studying reconciliation and peace-making in Rwanda and Jessica Cooper is studying language and culture in Japan.

During the 2010-2011 and 2011-2012 academic years, University Honors Scholars studied in Mongolia, China, Spain and France. Midway Honors Scholars have studied in Scotland, Greece and Zambia.

**Retention/Graduation**

To successfully complete the University Honors Scholars Program and Midway Honors Scholars Program, students must maintain a GPA of 3.2, complete all required honors courses, submit a written/digital honors thesis and present the thesis in a public forum.

Currently, 85 students are enrolled in the UHS program and another 11 students are beyond the 8 semesters of funding but still enrolled and finishing degrees. Of the 406 University Honors Scholars enrolled between 1993 and 2011, 342 completed or intend to complete the program – a program
A retention rate of 84.2%. Of the 64 students who did not complete the program, 33 remained at ETSU – a total retention rate of **92.4% for program students**.

Currently, 41 students are enrolled in the MHS program and another 19 are beyond the 4 semesters of funding but still enrolled and finishing degrees. Of the 128 Midway Honors Scholars enrolled between 2005 and 2011, 120 have completed or intend to complete the program – a program retention rate of 84.4%. Of the 20 students who did not complete the program, 13 remained at ETSU, a total university retention rate of **94.5% for program students**.

**ALUMNI**

**University Honors Scholars Program Alumni**

Sixteen students graduated from the University Honors Scholars Program with an average GPA of 3.6 during the 2011-2012 academic year. The graduates’ future plans are captured in the table below:

<table>
<thead>
<tr>
<th>2011-2012 UHS Graduates</th>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacquelyn Brown</td>
<td>Will attend the University of Tennessee Health Science Center College of Dentistry in August.</td>
</tr>
<tr>
<td>Caitlin Carney</td>
<td>Seeking employment as a Respiratory Therapist</td>
</tr>
<tr>
<td>Vince Carroll</td>
<td>Will attend the University of Missouri-Columbia beginning Fall 2012 to pursue a masters degree in counseling psychology.</td>
</tr>
<tr>
<td>Hira Chaudhary</td>
<td>Plans to apply to medical school.</td>
</tr>
<tr>
<td>Dalton Collins</td>
<td>Will attend the Appalachian School of Law as a Trustee's Scholar (full academic scholarship) to earn a JD and practice environment law.</td>
</tr>
<tr>
<td>Daniel Duncan</td>
<td>Interviewing for positions in Johnson City area.</td>
</tr>
<tr>
<td>Russ Gunter</td>
<td>Will attend Gatton College of Pharmacy or Virginia Commonwealth University School of Pharmacy in August.</td>
</tr>
<tr>
<td>Jessica Keasler</td>
<td>Plans to work and then perhaps apply to medical school.</td>
</tr>
<tr>
<td>Annie Luttrell</td>
<td>Plans to apply to the ETSU College of Education Master of Arts in Teaching program.</td>
</tr>
<tr>
<td>Melanie Norris</td>
<td>Plans to move to Asheville and secure a residency in an art gallery.</td>
</tr>
<tr>
<td>Molly Noseworthy</td>
<td>Partnering with current boss—ceramic artist Buie Hancock of Buie Pottery in Gatlinburg, TN—and opening her own ceramic shop in Sullivan County by fall 2012.</td>
</tr>
<tr>
<td>Caitlyn Rookstool</td>
<td>Plans to practice pediatric nursing for a few years and then earn a DNP as a pediatric nurse practitioner.</td>
</tr>
<tr>
<td>Kelsey Taylor</td>
<td>Will attend either Belmont University or the University of Tennessee at Chattanooga in August to earn a Doctor of Physical Therapy degree.</td>
</tr>
<tr>
<td>Jamie Thomas</td>
<td>Seeking work in the area of finance.</td>
</tr>
</tbody>
</table>
Previous Alums

The Arts
Jennifer D. Anderson (1999) earned a MFA from the University of Georgia and is currently an assistant professor of studio art at Hollins University, Roanoke, Virginia. Jennifer has shown her work across the United States and in Russia and South Korea.

Maegan McNerney Azar (2003) earned a MFA in Acting Pedagogy from the University of Alabama and is currently on faculty at Furman University in the Department of Acting and Directing. During this semester, she will take a group of students to the British Isles for study abroad.

Business
Brittany Jones Brady (2009) earned her Master's in International Hospitality and Tourism Management from the University of South Carolina in 2010. She is employed by The Henderson County Partnership for Economic Development as the Marketing and Communications Coordinator. Her organization successfully brought the Nevada Brewing Company's east coast office to Henderson County, North Carolina.

Education

Sarah Culp Searles (2007) earned a Master of Science in Information Science from the University of Tennessee, Knoxville in 2009 and is employed at West High School in Knoxville. In 2011, her school library program was honored as the best in Tennessee and one of the top 35 in the country.

Abbey Lamb Mathews (2001) graduated from the University of Tennessee, Chattanooga with a Masters in Education, certification in Art Education.

The Health Science Professions
Jerri Rose (1999) graduated from the University of Tennessee College of Medicine in 2003 and is an attending physician at University Hospitals of Cleveland and assistant professor, Case Western Reserve University School of Medicine

Martha Hunter (2001) earned a master of physical therapy degree from ETSU and currently practices at Blount Memorial Hospital, Maryville, Tennessee.

Rachel Houchin (2000) earned her Doctor of Medicine from the ETSU Quillen College of Medicine, and completed her residency in psychiatry at Palmetto Health and University of South Carolina. She is currently employed at the University of South Carolina School of Medicine and Palmetto Health.

Bethann Johnson (2009) is presently a Doctor of Pharmacy candidate at the South Carolina College of Pharmacy, Medical College of South Carolina, Charleston, SC. She will graduate in May 2013.

The Law

Rob Huddleston (1998) earned a J.D. from The University of Tennessee College of Law. He has worked in the Office of Congressman Ed Bryant, Senate Governmental Affairs Committee (2002); Senator Fred Thompson and the National Rifle Association (2002); State of Tennessee, Department of Human and Services (2005) and presently the Huddleston Law Firm

Rachel (Warren) Ratliff (2006) earned her JD at the Appalachian School of Law and is now the sole proprietor of the Law Office of Rachel Ratliff, in Johnson City, TN.

Jonathan Robbins (2005) received his JD from the University of Tennessee in 2005 and is currently Magistrate, Supreme Court of Virginia, Office of the Executive Secretary, District 28.

Other Outstanding Accomplishments

Ishon Prescott (2005) currently works for NASA Goddard Space Flight Center in Greenbelt, MD.

Jewel Aldea (2007) received a Fulbright Grant to travel and teach in Yogyakarta, Indonesia. Currently, she is working at Sekolah Tama Rama, Cambridge Fellowship Center, in Denpasar, Bali, Indonesia.

Jonathan Hatcher (2007) has traveled and backpacked the majority of national parks in the U.S. He has traveled to Indonesia, Malaysia, Singapore, Thailand, Cambodia, Laos, Vietnam and China. He has lived in Alaska, Hawaii, South Korea, Washington D.C. and Washington State since graduation. He has a permaculture design certificate, finished a natural building apprenticeship and is pursuing a job in Antarctica.

Midway Honors Scholars Program Alumni

<table>
<thead>
<tr>
<th>2011-2012 MHS Graduates</th>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristen Brooks</td>
<td>Will work as an IT Procurement Representative at Eastman Chemical Company beginning in June 2012. Will enroll in MBA program in 2 to 3 years.</td>
</tr>
<tr>
<td>DeVan Burton</td>
<td>Enrolled at ETSU for summer 2012</td>
</tr>
<tr>
<td>Charli Byrd</td>
<td>Will enroll in the ETSU Masters in Counseling program in August.</td>
</tr>
<tr>
<td>Kris Caufield</td>
<td>Will enroll in law school at the University of Louisville in August.</td>
</tr>
<tr>
<td>Wes Clark</td>
<td>Will enroll in the Renmin University School of Law in Beijing to earn a masters of Chinese law.</td>
</tr>
<tr>
<td>Chelsea Daugherty</td>
<td>Plans to enter ETSU graduate program in speech pathology Fall 2012.</td>
</tr>
<tr>
<td>Brandon Farmer</td>
<td>Will enroll in the Gatton College of Pharmacy Fall 2012.</td>
</tr>
<tr>
<td>Crystal West</td>
<td>Will enroll in the University of Kentucky Master of Science in Dietetic Administration Program.</td>
</tr>
</tbody>
</table>

Business

Dusi Xie (2010) earned a Masters in Accounting from the University of Illinois at Chicago and is currently a Tax Associate, Corporate Tax, with PriceWaterhouseCoopers, one of the "Big Four" accountancy firms in Beijing.
Education
Kelly Hatch-Draper (2011) is currently enrolled in the ETSU MALS degree program but plans to matriculate into the Doctor of Education program in Private Sector and Secondary Leadership. She is currently teaching history at Northeast State Community College.

Tracy Mantell (2007) has applied to the Westfield State (Massachusetts) English Graduate Program. Her goal is to teach college-level English composition.

The Health Science Professions
Summer Niles (2010) is attending the Nova Southeastern University College of Dental Medicine.

Other Outstanding Accomplishments
Andrew Drinnon (2007) has completed and is currently working on his Ph.D. in History at the University of St. Andrews in Scotland.

Jonathan Calloway (2011) was awarded the prestigious Elie Wiesel Foundation for Humanity Prize in Ethics (first) in April, 2011. Jonathan also made it to the final selection group for a Rhodes Scholarship in Fall 2012.

CURRENT INITIATIVES
As the new director of the University and Midway Honors Scholars Programs, Dr. Wachs is meeting staff, faculty and students; learning how to effectively advise applicants and current and graduating students; attending honors courses (i.e., Quest, Great Ideas and Artistic Experience) to better understand the experiences of UHS students; discussing curricular issues with faculty and students in preparation for future curricular modifications; and attending national, regional and state honors conferences to learn about innovations in honors programs across the country. She’s quite busy.

LOOKING AHEAD: 2013 AND BEYOND
New mechanisms are being identified to recruit the very best and brightest students to these two programs and thus the University-at-large. These two programs have a legacy of talented, committed students who become, in part because of these programs, remarkable alumni and contributing members of society. Recruitment and retention of these outstanding students will rely, in part, on adequate scholarship support.

The UHS and MHS programs join the other Honors College programs in supporting the Honors Faculty Status proposal in principle. Few ways currently exist to distinguish faculty who teach honors and honors-enhanced courses or direct honors theses. Teaching honors students is a challenge for all faculty as the students are extremely intelligent and motivated to learn. They expect coursework to be challenging EVERY day and faculty to be true scholars - knowledgeable, creative and committed. Faculty who mentor students through the thesis journey are guiding students who have never engaged in a research study and now must complete a thesis start to finish within a very short time frame – a time frame that would challenge our best graduate students.
University Honors Scholars report that the honors curriculum is challenging; however, as changes have been made to University requirements, e.g., 120 credit-hour limit, some scholars have not been able to take full advantage of all aspects of the program. In response to these challenges, it is time for faculty, students and alumni to review current courses and requirements to determine their efficacy and perhaps modify or revise particular aspects of the program. This process will begin in earnest during the 2013-2014 academic year.

The Honors House is an incredible resource for the scholars; the space is valued by faculty, staff and students alike. It is imperative that we maintain the space, both inside and out, requiring that all individuals who enter the house take responsibility for its upkeep and follow procedures that keep everyone safe. In addition, this historic campus landmark, original home of the “home economics” program in 1912, will need structural care to ensure its existence into the university’s next 100 years.
The Fine & Performing Arts Scholars (F&PA) program originated with the beginning of the Honors College in 2005. The mission of the program is to “educate the artist of the 21st century”. The mission translates into program features that emphasize shared and collaborative learning and “cross-training” amongst artists of diverse areas---digital media, theatre, dance, performance voice, classic music styles as well as bluegrass, and the visual arts.

To date, research into arts honors programs at other institutions continue to support the fact that this model program is unique in our region and the nation. The initial class (Fall 2005) was composed of 11 Fine & Performing Arts Scholars, and following years have added 12-19 students per year. In 2008, we saw the first graduates from the program; to date, the F&PA program has graduated 34 students, with 6 more intending to graduate by December, 2012. Since its existence, over 110 qualified students, who might otherwise not have been so recognized, have participated in this unique program.

FACILITIES

The program is housed in Yoakley Hall, with offices for the director and secretary of the program; the Great Room and the basement of Yoakley are utilized as classrooms, with the basement also available (24/7) to F&PA students as a studio, project, and study space. Currently the basement is equipped with Mac and PC computers as well as printers and scanners, a moderate suite of software for digital design production and for music recording and editing, and recording equipment and digital drafting tablets are available for check-out.

STAFF

Currently, the Director of the program (full-time) is Professor Patrick Cronin, former holder of The Basler Chair and the first Permanent Artist in Residence at ETSU. The Associate Director of the program (35%) is Scott Contreras-Koterbay, Ph.D., who has been at ETSU since 1998---the same year he received his doctorate from the University of St. Andrews, Scotland. Both Pat Cronin and Scott Contreras-Koterbay are active members of ETSU’s community, serving on various committees and assignments. Pat is the Director of the Division of Theatre & Dance. Scott has been a member and Chair of the Undergraduate Curriculum Committee, is currently a member of the Educational Affairs Committee for the College of Arts & Sciences and is a representative of the Honors College on the InTopForm Quality Enhancement Plan (SACS) Task Force.

Eva S. Lynch is the secretary for both the F&PA and the Honors-in-Discipline programs.
Faculty

In addition to the teaching contributions of Dr. Contreras-Koterbay and Professor Cronin, the program has utilized the contributions of a number of faculty from various disciplines, including:

- Alison Deadman (Music)
- Karen Brewster (Theatre)
- Jennifer Barker (English & Film Studies)
- Joe Rice (Honors and English)
- Marty Fitzgerald (Digital Media), teaching Artistic Vision II in Spring, 2013
- Jesse Graves (Literature & Languages), teaching Artistic Vision II in Spring, 2013

In addition, “guest” spots for short-term visiting lectures and experiences have been provided by Herb Parker (Theatre), Mira Gerard (Art & Design), Don Davis (Art & Design) and Mary Dave Blackman (Music).

RECRUITMENT

Because all F&PA students begin as freshmen, recruitment is an essential part of the staff’s responsibilities. Current recruitment efforts take place in four ways:

1) Contacts and partnerships with arts programs in the region, especially through contact with high school teachers in theatre, music and the visual arts;
2) Outreach via email to approximately 700 arts teachers in Tennessee and the surrounding states, providing links to information and the application process;
3) Attendance at recruitment and college fairs, in which students and parents are given the opportunity to meet with faculty from the F&PA program, learn about the program and the application process;
4) Contacts generated by ETSU Admissions, specifically of eligible students who have applied to ETSU with interests in pursuing studies in an arts discipline.

SELECTION CRITERIA & PROCESS

As with all Honors at ETSU, students must complete a separate application to be considered for the Fine & Performing Arts Scholars program. In order to apply for consideration, potential F&PA students must have a minimum ACT score of 22 or SAT of 1050 (excluding writing component scores) and a 2.8 overall high school GPA. However, other components of the application carry much more weight with our selection process—we are after artistically talented recruits. Applications for the F&PA program are due on March 15th of each year. The application form is available online through the Honors College website, and requires the following:
HONORS COLLEGE

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- Three letters of recommendation (academic sources);
- Evidence of artistry (submission in digital form now required; video, audio, and/or digital photos of art work); and
- An essay that is an opportunity for students to convey their passion about their arts.

The Selection Committee is provided with access to all materials submitted in advance of the selection meeting and participate equally regardless of their discipline. Directors of the program participate in the selection process, but with the aim of seeking consensus among the Selection Committee. We are pleased that many ETSU faculty, as well as community members, participate each year in helping us select our new incoming F&PA class. Previous membership has included:

- Mary Dave Blackman (Music)
- Raymond McLain (Bluegrass)
- Marty Fitzgerald (Digital Medial)
- Tammy Hayes (Radio, TV & Film),
- Cher Cornett (Digital Media)
- Travis Graves (Art & Design)
- Mindy Herrin (Art & Design)
- Herb Parker (Theatre)
- Melissa Schaefer (Theatre,
- Kara Harker (Dance)
- Paul Bishop (community; local artist)
- Jesse Graves (Literature & Languages)
- Daniel Boner (Bluegrass)
- Alison Deadman (Music)

SCHOLARSHIPS

Students selected as Fine & Performing Arts scholars are provided with either an in-state tuition and fees scholarship, or with an out-of-state tuition scholarship (not both). Unfortunately, only 10 in-state scholarships are available each year (40 total in the program). Although we have unlimited out-of-state scholarships, recruitment of students from outside Tennessee has not been as effective and desired. Feedback from students who were offered out-of-state scholarships, but rejected them, focus on the fact that the scholarship support is not sufficient and not competitive with offers from other programs (either in their own states, or elsewhere).

When available, small scholarships ($500/semester) funded by donor funds (Roy Stone Endowment, ETSU) have been provided to particularly talented and high achieving scholars who were selected as alternates to the program and receive no other program scholarship funds. As with all undergraduates at ETSU, F&PA students are eligible for research, travel, research abroad, and fellowship funding. We are pleased that many of our F&PA scholars have taken advantage of these grant programs offered by our ETSU Undergraduate Research & Creative Activities programs.

CURRICULUM

The curriculum has been modified since the program’s beginnings, though the philosophy of the program has not changed, and is designed to support an interdisciplinary group of student artists who share the experience of learning about the arts together and with the support of equally diverse faculty.
Students share artistic endeavors and part of their coursework with other arts scholars. Students work closely with exceptional faculty artists in a variety of areas. Inherent in the program goals is the philosophy that artists of the 21st century must be trained in multiple art forms and must gain skills in community relations. Through a unique Roving Artist’s program, students are challenged to assist in projects across the university campus and region.

**Original Curriculum**

The original retention requirements for the Fine & Performing Arts Scholar program at ETSU included the following:

- Choice of degree program is not limited.
- Success completion of additional honors curriculum.
- Maintenance of a minimum overall GPA of 2.75.
- Completion of a minimum of 10 hours of community service, either on or off-campus. The Director of the program approved the choice of service projects, although we strongly encouraged that students focus on art-related service activities.
- Beginning in the sophomore year, student must complete an Arts Diversity requirement by enrolling in two courses from artistic areas other than their specialty.

The following list describes the original curriculum requirements of the Arts Scholars Program from 2005-2011 (spring). Note that some of these course requirements remain unchanged in the new curriculum (2011-present).

- **Freshman**
  - *Artistic Vision*, Fall semester (3 credits). A course exploring the diversity of arts, while also investigating commonalities and differences and gaining understanding of the role of the artist in society.
  - *Honors Colloquium* (1 credit). Students join with honors scholars in the University & Midway Honors programs for this professional and personal development course. This experience strengthens communication across programs and levels, as well as building an honors community.

- **Sophomores and Juniors**
  - *Roving Artists* (2 credits every semester). Here students join with student colleagues to design, construct and perform projects across the arts disciplines and across the university campus and local community.

- **Seniors**
  - *Fall Senior Honors Colloquium* (1 credit). In the Fall term, seniors join with their colleagues in other honors programs to learn skills and share resolutions to common problems encountered with their honors thesis research. Students also focus on steps needed to attain their career choices.
  - *Spring Senior Honors Colloquium* (1 credit). In spring term, Art Scholars return to the larger Colloquium, assigned tasks to mentor freshman Arts Scholars, as well as artists in other honors programs.
Honors Thesis (3 credits, Fall and Spring terms). The Thesis course represents the work of the student and mentor in the appropriate discipline towards completion of the capstone Honors Thesis. Credits typically are included as electives that count toward the major degree program. Both a written product and a public presentation of the thesis is required for completion of this honors requirement.

Current Curriculum

Beginning in 2011, we instituted changes to enhance and strengthen the program curriculum. Changes in requirements were initiated with the incoming Fall, 2011 class; changes in curriculum are being “stepped in”, beginning with this same 2011 freshmen class.

Requirement changes include the following:

- The choice of the major degree program remains unlimited, but students must have at least a minor in an arts program.
- Retention in the program is dependent on a minimum GPA of 2.75 for less than 30 hours and 3.25 for 31 and higher hours.
- Note that the service requirement remains as in the original program design.
- Beginning in the sophomore year, student must complete an Arts Diversity requirement by enrolling in two courses from artistic areas other than their specialty.

Curriculum changes that have begun including the following:

- Freshman
  - Artistic Vision I (3 credits), Fall term; as described previously.
  - NEW Artistic Vision II (3 credits), Spring term. Building artistic and professional developments beyond the community, this course places an emphasis on contemporary multimedia and new media approaches.
  - Honors Colloquium (1 credit); as described previously.
- Sophomores and Juniors
  - NEW Honors Colloquium (1 credit). Because of evaluations from our past F&PA scholars, we now require our Arts scholars to enroll in Colloquium every term---just as required by scholars in our University and Midway Honors programs. Here students remain in touch with their Honors colleagues and their identity with the Honors community is strengthened. The course also requires students to maintain professional development assignments, such as programs of study; investigation of careers; preparation of professional materials; etc.
  - Roving Artists (2 credits), Spring term only (NEW). The goals and purpose of the original course remain, but we feel that students’ time is best concentrated on these goals for a single semester each year (rather than the original 2 semesters/year).
- Seniors
  - Fall Senior Honors Colloquium (1 credit). Same as original.
  - Spring Senior Honors Colloquium (1 credit). Same as original.
  - Honors Thesis (3 credits, Fall and Spring terms). Same as original.
ARTISTIC DIVERSITY

Since its inception, 111 students have been selected for the Fine & Performing Arts Scholars program. For Fall 2012, a total of 51 students are currently participating, including 13 in the incoming freshman class. The following table provides an overview of the diversity of arts represented by these students:

<table>
<thead>
<tr>
<th>Entering Class</th>
<th>Music</th>
<th>Visual Art</th>
<th>Digital Media</th>
<th>Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>16</strong></td>
<td><strong>47</strong></td>
<td><strong>18</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Fine & Performing Arts Scholars have made significant contributions at ETSU, but especially so in our Theatre program. Of the last eight productions of ETSU Theatre, 54 F&PA students (of 82) participated as performers. In the ETSU production of *Cat on a Hot Tin Roof*, 75% of the cast were F&PA scholars. For the 2011/2012 ETSU Dance Concerts, 50% of the ensemble (32 total) were also F&PA scholars. In the upcoming performance of *Beautiful Bodies*, 6 cast members, the Stage Manager and Assistant Stage Manager are all also students in this program. Professor Cronin expressed the following sentiment:

“Clearly the Theatre Dance program without the F&Ps doesn’t exist and certainly not at the level it has achieved since most of the talent that has made our reputation as a first rate BA Theatre program rests on the talents of the F&P students.”
RETENTION & GRADUATION

The following table indicates the history of the F&PA program in various categories. Retention of students in the F&PA program is 76%—considerably higher than ETSU as a whole. However, if we consider those students who remained at ETSU and graduated, the ETSU/F&PA retention rate is 87%.

<table>
<thead>
<tr>
<th>Entering Class</th>
<th>Students Entered Program</th>
<th>Students Graduated</th>
<th>Students Withdrew/Dismissed</th>
<th>In-State Scholarship</th>
<th>Out-State Scholarship</th>
<th>Alternate (no program funding)</th>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>Ed Scholar</td>
</tr>
<tr>
<td>2007</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>9</td>
<td>*Honors Endowment</td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>HiD</td>
</tr>
<tr>
<td>2011</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>HiD</td>
</tr>
<tr>
<td>111</td>
<td>32</td>
<td>26</td>
<td>81</td>
<td>11</td>
<td>17</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Among the F&PA students, 82% have received tuition scholarships (73% in-state; 10% out-state). Of the students who are no longer with the program, 15 left either to pursue different degrees at ETSU (most frequently Nursing and Education) or another university, or they cited their lack of a tuition scholarship as their reasons for leaving. Only 9% of students enrolling in the F&PA program were removed for academic reasons. In many respects, graduation and retention in the F&PA program indicates a high level of commitment on the part of the students to academic achievement, even when they choose not to continue as members of the program.

NOTABLE ALUMNI

The history of our graduates is a history of continued success. Each one has a story that is worth telling but a few are illustrative of the graduates of this unique program. Alumni from the program have gone into teaching secondary education, or into various aspects of arts related industries, including backstage theatrical work, film production, acting, art production, fiber design.

Alex Curry (ETSU 2008) is one of our first graduates from the program. Alex was a double major in Technical Theatre (Lighting Design and Stage Rigging) and Digital Media and moved on to become the
lighting specialist for Cirque du Soleil South America and the technical specialist for Cirque Japan. Alex recently informed us that he is now a tech advisor on a new Vince Vaughn Film.

Reese Chamness (ETSU 2009) was a very talented sculptor in his undergraduate studies at ETSU and is now working for an exclusive fashion salon in New York City.

Jessica Augier (ETSU 2010) graduated with a BFA in painting, has studied and exhibited at the Frans Masereel Center in Kasterlee in Belgium, and is now pursuing an MFA at the prestigious New York Academy of Art.

Mithra Alavi (ETSU 2011) is now an MFA/MBA candidate at Florida States’ dual graduate program for independent film makers. Mithra achieved this honor by being a F&PA scholar who double majored in Theatre and Radio/TV/Film, and completed an semester internship with The Washington Center at the Discovery Theater of the Smithsonian Institution.

Samantha Leaver (ETSU 2011) is now working for Kollage Yarns, a prominent fibers design company.

Mary Molony (ETSU 2011) recently curated an exhibition of regional artists at the William King Museum in Abingdon, VA.

Kyle Walter (ETSU 2012) performed in a number of plays not only on ETSU’s stages but regionally, and is now pursuing his MFA degree in Theatre at the University of West Virginia, and was a student in the program with no financial assistance.

Savannah Arwood (ETSU 2012) is starring in the world famous Renaissance Faire in Pennsylvania, a prototype Faire that runs year round. Savannah also is a prime candidate next year for a position in the acting ensemble of Actors Theatre Louisville. In this program, 26 are selected each year from an applicant pool of 3000. Savannah made the cut for the final 200 and next year it is anticipated that she will be selected for membership.

CURRENT INITIATIVES

For 2012/2013, we are primarily concerned with efforts to chaperone the changes in our F&PA curriculum. This involves reviewing student and self-evaluations and discussing pedagogical changes.

We also should note that Professor Cronin will be stepping aside in his role as Director of the F&PA program in December 2012. He will be returning full-time to Arts & Sciences, in his role a Director of Theatre & Dance. However, Prof. Cronin will continue to regularly teach in courses for the F&PA and University Honors Scholars programs, as well lending his advice, counsel and considerable creativity to helping the future development of the F&PA program. As a consequence of this change, Dr. Contreras-
Koterbay will assume the role of Director of the F&PA program, as a 50% administrative/faculty position. An internal search for an Assistant Director (50% position) will be conducted during Fall 2012.

FUTURE NEEDS & PLANS

The F&PA program has been an active participant in *First Friday* events in downtown Johnson City, and anticipates continuing to do so in the future. The most visible instances have been through exhibitions at the Nelson Fine Art Gallery, where a number of our students have shown their visual work, and at the Tipton Gallery. The Tipton Gallery has not only exhibited work by F&PA students in group shows but has generously supported the program as a whole in hosting a major event that includes all of the students at the end of the Spring semester for the past three years, and is planning on hosting another even at the end of the Spring, 2013 semester.

The support of faculty from many disciplines across campus is very good but additional participation would be welcome. Due to the changing nature and increasing diversity of the accepted students, anticipated future needs would be met with an increased number of faculty from across campus teaching in the program.

Depending on faculty availability, the F&PA program would like to see additional areas of artistic creativity recruited from high schools, including students interested in creative writing. It is anticipated that new contacts will be developed in line with this possibility.

Finally, increasing the digital technology available to our F&PA students through computer and software acquisition is necessary, especially software tailored to specific disciplines (e.g., music and digital media).
HONORS COLLEGE

HONORS-IN-DISCipline PROGRAMS

OVERVIEW

Honors-in-Discipline (HID) programs at ETSU began in 1995 on an informal basis when the then College of Technology dedicated existing scholarships to developing an Honors program. By 2000, 10 colleges and/or departments had developed honors programs to help recruit, recognize, and support exceptional students in their areas. The intervening years brought formalization of the Honors-in-Discipline programs, including identification of standard minimum criteria and curricula. By 2005 and the advent of the ETSU Honors College, Honors-in-Discipline programs numbered 14. Currently there are 18 Honors-in-Discipline programs with a total of 200 students. (A nineteenth program, the Biology HID program, is being phased out at the request of the department.)

Current Honors-In-Discipline Programs at ETSU

College of Arts and Sciences: 10 HID Programs
- Chemistry
- Criminal Justice
- Communication Studies
- English
- History
- Mathematics
- Philosophy
- Physics & Astronomy
- Psychology
- Theatre & Dance

College of Business & Technology: 2 HID Programs
- Business
- Technology
- Exercise Science
- Teacher Education

College of Nursing: 1 HID program, BSN Nursing
- Environmental Health
- Health Sciences: Human Health
- Health Sciences: Microbiology

STAFFING

The Director of Honors-in-Discipline Programs in the Honors College (50% administrative appointment) is Dr. Karen Kornweibel (ETSU Literature & Languages). Dr. Kornweibel oversees all of the programs, ensures the maintenance of program standards, assists departments in creating new HID programs, awards all Honors-in-Discipline scholarships, and certifies each student for graduation as Honors. Dr. Kornweibel is assisted by Ms. Eva Lynch (secretary), who also assists with the Fine & Performing Arts Scholars program.

Faculty Coordinators

Each Honors-in-Discipline program has a Faculty Coordinator who oversees recruitment, admission, advising, and mentoring of our HID students. The Coordinators are essential to maintaining the academic standards within each discipline and to ensuring the smooth running of the HID programs. These Coordinators work closely with the HID Director. The Honors College strongly recommends that each Coordinator receive a one-course reassignment for Honors advising and administration tasks.
Honors-in-Discipline Coordinators 2012-2013

College of Arts and Sciences
- Biological Sciences: Dr. Lev Yampolsky (HID program being phased out)
- Chemistry: Dr. Peter Zhao
- Communication Studies: Dr. Andrew Herrmann
- Criminal Justice: Dr. Nicole Prior
- English: Dr. Jesse Graves
- History: Dr. Daniel Newcomer
- Mathematics: Dr. Robert Gardener
- Philosophy: Dr. Leslie MacAvoy
- Physics & Astronomy: Dr. Mark Giroux
- Psychology: Dr. Andrea Clements
- Theatre & Dance: Ms. Cara Harker

College of Business and Technology
- Business & Technology: Dr. Thomas Moore

College of Education
- Exercise Science: Dr. Michael Ramsey
- Teacher Education: Dr. Rosalind Gann

College of Nursing
- Nursing: (A replacement is being chosen for Dr. Joy Wachs)

College of Public Health
- Environmental Health: Dr. Kurt Maier
- Health Sciences: Human Health: Dr. Allan Forsman
- Health Sciences: Microbiology: Dr. Laraine Powers

In addition to the work done by these Coordinators, faculty members in each discipline provide students with the necessary curriculum—they teach honors courses and/or honors-enriched sections of courses and, most importantly, serve as Faculty Mentors to direct honors theses. Although the Honors College strongly recommends that workload credit be awarded for Honors Thesis students, we are aware that a number of departments do not recognize these efforts and provide faculty mentors with little or no workload credit.

PROGRAM COMPONENTS

Curriculum

Honors-In-Discipline (HID) programs are specially designed, in-depth, and hands-on experiences offered in a variety of degree programs at ETSU. HID Scholars work with a Program Coordinator in their discipline, receive special advising and opportunities, and become eligible for scholarships. All Honors-in-Discipline scholars complete 18 hours of honors coursework in their discipline; the capstone of every program is the Honors Thesis project, which is the result of a year-long process that requires students to conduct original research, write up their findings, and present those findings publicly. Students who successfully complete an Honors-in-Discipline program receive honors transcript recognition.
STUDENTS

Recruitment and Selection

One important aspect of Honors-in-Discipline programs is that students can apply to them as incoming freshmen, transfer students, or current ETSU students. If students coming out of high school know their passion or have discovered their talents, many HID programs let them enter right away. However, students who discover their passion while in college can also be accepted into HID programs; applications are accepted from—and separate selection criteria are set for—each of the three potential groups of recruits. While the Director of Honors-in-Discipline Programs attends major recruiting events (orientations, open houses, etc.) the majority of student recruitment takes place within the discipline led by the HID Coordinator. The Coordinator is also responsible for evaluating applications within his/her discipline. Most programs have rolling deadlines for admission to HID programs.

Admission criteria for HID programs vary by discipline as many programs set their entrance criteria above the minimums set by the Honors College, but they must all meet basic minimum requirements. As the following chart indicates, ETSU’s Honors-in-Discipline programs are recruiting students whose qualifications are well above the required minimums.

<table>
<thead>
<tr>
<th>Category</th>
<th>Minimum HID Requirements</th>
<th>Actual HID Recruits 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshmen</td>
<td>minimum high school GPA of 3.2 overall on a 4.0 scale or</td>
<td>average high school GPA 3.867</td>
</tr>
<tr>
<td></td>
<td>minimum ACT composite score of 25</td>
<td>and average ACT composite of 28.5</td>
</tr>
<tr>
<td>Current ETSU students</td>
<td>minimum overall GPA of 3.2 or a minimum GPA of 3.5 in</td>
<td>average overall GPA of 3.707</td>
</tr>
<tr>
<td></td>
<td>department/college courses</td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td>minimum transfer GPA of 3.2</td>
<td>average transfer GPA of 3.894</td>
</tr>
</tbody>
</table>

Programs and Size

There are currently 18 Honors-in-Discipline programs with 199 students, up from 11 programs with 143 students a decade ago. The most rapid growth occurred with the establishment of the Honors College around 2005-2006 when in-state scholarships were increased from 89 to 110. Student participation peaked in 2010 when 244 students were in HID programs. Numbers have been down over the past two years due in part to the phasing out of the Biology program and in part to the finite number of in-state scholarships available.

Support Activities

In order to support our Honors-in-Discipline students, the Honors College provides for co-curricular experiences and early registration. Students also have 24/7 keycard access to their own dedicated computer lab, classroom, and project room. The classroom and project room are equipped with projection systems to enable students to practice presenting their research in anticipation of their honors thesis presentation.
Retention and Graduation

To successfully complete an Honors-in-Discipline program, students must maintain minimum GPA requirements during their time in the program, complete all program requirements including the thesis, and graduate with a 3.25 overall GPA.

Of 707 past participants of HID programs, only 53.3% completed their HID program. However, of those 707 students, 80.6% graduated from ETSU, a percentage that is nearly double the general graduation rate.

![Graph of Graduation and Completion Rates of HID Students]

Since nearly all of the Honors-in-Discipline programs require students to major in that program’s discipline, one of the main factors in the completion rate is that some students change their majors after joining an HID program. In addition, there are students who are dismissed from programs for failing to maintain the grades necessary to remain in good standing.

Where They Go From Here

For the 2011-2012 academic year, 48 HID students graduated from ETSU having completed their HID program. They graduated with an average overall GPA of 3.74.

Of the 48 graduates who completed their HID programs, 31 responded to our survey regarding their future plans. Here is the news we received from them:

- Nine of the 31 HID graduates who responded had already obtained jobs in their fields:
  - Honors in Business graduate Katelyn Braaten has a position working at Eastman in the Corporate Tax section and will also start the Master of Accountancy program at ETSU this fall.
Honors in Nursing students Benjamin Garland, Christopher Mynhier, and Joseph Shatley did a collaborative and comprehensive honors thesis on “Hospitalized Patient Preference of Provider Gender in Clinical Situations.” Currently, Benjamin is working in the Cardiovascular Intensive Care Unit at the Athens Regional Medical Center, Christopher is working as an RN in the Emergency Department of Sycamore Shoals Hospital, and Joseph is also working as an RN. All three of these HID Scholars plan to work for 1-3 years and then go back to further their Nursing education and careers.

- Six of the graduates started professional school this fall: 4 are going to medical school, one to pharmacy school, and one to dental school
  - Honors in Microbiology scholar Imaobong Isang and Honors in Biology graduate Michael Stockwell have both entered the Quillen College of Medicine.
  - Honors in Chemistry scholar Donovan Reed has joined the Air Force and is attending medical school at the Uniform Services University.
  - Tyler Finnochio, HID Chemistry, is part of the ETSU Bill Gatton College of Pharmacy Class of 2016.
  - Honors in Chemistry graduate Mahmoud Amine is attending Dental School at the University of Tennessee Health Science Center, Memphis.

- Four HID graduates are enrolled in Ph.D. programs:
  - HID Psychology graduate David Hutsell has entered the Ph.D. program in Clinical Psychology at the University of Cincinnati where he will continue research relating to his honors thesis, “Intragroup Attitudes of the LGBT Community: Assessment and Correlates.”
  - Honors in Math scholar Ruoying Wang is at Florida State University this fall starting a Ph.D. program in Math.
  - HID in Chemistry scholar Caddy Hobbs is pursuing a Ph.D. in Analytical Chemistry at UNC Chapel Hill.

- Nine have been accepted to Master’s level programs
  - Chelsea Muhlhahn excelled in the Honors in Psychology program, completing a thesis titled “Breaking Up and Moving On: Exploring the Role of Adaptive Coping and Secure Self-Esteem for Victims of Intimate Partner Violence.” Chelsea is in the Master’s in Education program at Clemson University where she will specialize in Counselor Education.
  - Honors in Business scholar Rebecca McNish is pursuing a Master’s of Public Affairs degree at Indiana University’s School of Public and Environmental Affairs.
  - Honors in Psychology student Timothy Phillips is attending Naropa University where he is working toward a Master’s in Buddhism and Sanskrit.

FINANCIAL SUPPORT

As the following chart details, there are currently 136 HID students on HID scholarships and 25 who are not eligible for funding (have other tuition scholarships). This leaves a total of 35 students, or nearly 18% of our HID students, who are without any scholarship support.
While the non-monetary benefits of HID programs provide more than ample rewards for student participation, students who are on scholarship are better able to devote themselves to their studies and are thus more likely to complete their honors program and graduate from ETSU in a timely manner.

Current Status

In Fall 2012 we have added 38 new Honors-in-Discipline students to the various programs.

In terms of the accomplishments of our HID students, we recently heard that our Honors in Nursing students have had a fantastic year in terms of having their work accepted for publication (see attached email from Professor Glenn). This is just one example of the wonderful work our students do, the commitment and hard work on the part of the faculty, and the advantages that students reap from Honors-in-Discipline programs.
SPECIAL EVENTS

There are a number of special events every year intended to create community within the Honors-in-Discipline programs and to recognize the accomplishments of our students. This year’s events will include:

1. A Welcome Back Reception for Honors-in-Discipline Students September 11th at 4:30
2. The Annual Honors College Student Potluck Fete
3. The Annual Honors College Student Council Spring Social
4. HID recognition at Academic Excellence Convocation (new initiative, 2012-2013)
5. An Honors-in-Discipline Pinning Ceremony for graduates (new, 2011)
6. The Honors College Spring Graduation Reception

In addition to the events that are held for all HID scholars, several programs have their own events. Every semester the Nursing HID program has an Honors-in-Discipline Research Forum during which all of the HID Nursing students give presentations on their thesis projects. The Math HID program also has their Semiannual Math Honors-in-Discipline Day. We continue to encourage HID programs to institute special recognition of their honors scholars.

CURRENT INITIATIVES

1. As of September 2012, there are three pending proposals for Honors-in-Discipline programs in Art History, Human Development & Learning, and Geosciences. We have also received preliminary queries about creating new programs from three other disciplines.

2. Motivated by student feedback and advice, the Honors College will pilot the offering of the UHON 3008 Foundations of Research course to HID students in Spring 2013 (2 sections). This course was originally designed for Midway Honors, but now is also being offered to the University Honors scholars by popular demand. Because the course contributes to student success in undergraduate thesis research, we hope that our HID students will be interested.

3. As part of our efforts to integrate HID scholars more closely with the Honors College, and at the request of our HID students and faculty, we hope to make modifications to the upcoming 2013 Academic Excellence Convocation that will allow for recognition of the HID scholars as a separate group. Creation of a plan has just begun.

4. First submitted in 2011/2012, we have re-submitted (July 2012) a proposal to add 10 additional in-state Honors-in-Discipline scholarships per year for the next four years. This action would bring the total HID in-state scholarships to 150 by 2016/2017. [See section, Honors Major Initiatives.]

5. Creation of proposal for Honors Faculty Status at ETSU (see section, Honors Major Initiatives). Many Honors Colleges around the country provide Honors Faculty Status to identify and recognize faculty who are committed to and working towards providing excellence in Honors education at their institutions. Since the ETSU Honors College does not have its own dedicated faculty, honors faculty status is one way to identify and reward faculty for their involvement,
while also providing a pool of faculty on which the college can call. One important aspect is that this is not a proposal to create a new class of faculty, but rather a proposal intended to give official recognition to work that ETSU faculty *are already doing*. We feel that the HID faculty are a tremendous resource to Honors at ETSU and hope their involvement and support of this proposal will help us win approval of this new recognition.

**LOOKING AHEAD: 2013 AND BEYOND**

We would like to see an even greater number of Honors-in-Discipline programs available for students. One important aspect will be whether or not we can increase the number of in-state Honors-in-Discipline scholarships available. We view the need for additional scholarships as critical to our efforts to build the ETSU Honors community. We also note that investing in a student population with an 80% graduation rate would be a wise investment for the future of ETSU. A plan has already been proposed that requests the addition of 10 scholarships per year for the next four years, resulting in a total number of HID in-state scholarships of 150 by 2016-2017.

In the future we also hope to see formal recognition for faculty involvement with Honors as a category on the Faculty Activities Report. This may be achieved as part of the Honors Faculty Status proposal. It is our hope that faculty involvement in Honors would be mentioned as a positive attribute for Promotion & Tenure at ETSU.

Planning for the future also includes support for Recruitment, especially students from out-of-state, for our Honors-in-Discipline programs. This plan will require additional staff to assist all programs in developing recruitment strategies and assisting with actualizing joint activities and creating common sources of candidates to recruit new honors students to ETSU.
HONORS COLLEGE
HONORS COLLEGE STUDENT COUNCIL

The Honors College Student Council at East Tennessee State University is dedicated to serving the 550+ students of the Honors College and to having a positive impact on the larger ETSU community. The Council consists of eighteen elected representatives—four from the University Honors Scholars program, two from the Midway Honors Scholars program, four from the Fine and Performing Arts Scholars program, five from the Honors-in-Discipline programs, two from the International student population, and one representative-at-large. These members are elected by their respective programs at the end of each school year for sophomore, junior, and senior representatives, and at the beginning of the new school year for the freshmen and the junior Midway Honors Scholar representatives. All members must stand for reelection to remain on the Council, with typical retention of approximately at 50%.

The Honors College Student Council serves as the primary institutional link between students and the faculty and staff of the Honors College. While communication and feedback is continually welcome from all Honors students, the Council provides a formal means by which students can work together to strengthen the experiences and opportunities available to those within the Honors community at ETSU and, programmatically speaking, to help sustain and enrich the services and mission of the Honors College. For example, the Council originated, developed and produced the Honors College Code of Conduct (attached). The council also provides leadership in executing the most important yearly Honors community events, including the Honors College Pot-Luck in the Fall, and the Feedback Forum and the Honors Social in the Spring. The Council is also crucial in composing the biannual Honors College Newsletter, with Honors. The newsletter highlights the variety of Honors events and activities during the year, as well as updates about and articles by alumni; this publication (online) serves as a major source of communication among present and past members of the College, as well as the campus, donors and friends.

In addition to the responsibilities affecting those solely within the College, the Council also takes part in many activities that impact the greater ETSU community. For example, the Council organizes at least one service event each semester, such as the campus-wide Toys-for-Tots campaign that has taken place during Homecoming for the last two years. The Council also attempts to arrange bringing a speaker to campus each semester. Recent visitors have included Tjilpi Bob Randall, a singer and activist for Australia’s Aboriginal peoples, and Dr. Bill Bass, founder of UT-Knoxville’s outdoor forensic pathology lab “The Body Farm.” These lectures are open to the ETSU community and the greater public, and can be quite popular with both populations— in the case of the Bill Bass lecture, for example, the ticketed crowd nearly filled the Culp Auditorium. The council also supports the efforts of other student groups, serving as official co-sponsors and/or collaborators in a variety of campus-wide events. In the past two years, this has included helping to mount ETSU’s first commemorations of the International Day of Peace and the International Genocide Awareness Day, bringing speakers such as Sister Helen Prejean to campus, and assisting in traditionally significant campus events such as Homecoming and Relay-for-Life.
HONORS COLLEGE STUDENT COUNCIL
MEMBERSHIP & LEADERSHIP, 2012

PRESIDENT
Sam Hiester
University Honors Scholar

TREASURER
M. Jane Underdown
University Honors Scholar

VICE PRESIDENT
Rees Burt
Midway Honors Scholar

SECRETARY
Kevin Zollinger
Fine & Performing Arts Scholar

Other Representatives:

University Honors
Caryn Brahams
Freshman, in election

Midway Honors
Kelly Stapleton

Arts Honors
Nicole Stupin
Eric Wust
Freshman, in election

Honors-in-Discipline
Jessie Deering
Samantha Campbell
Max Hardoby
Forrest Longway
Nate Bradley

International
Ify Chinedozi
New, in election
Honors College Student Council - Code of Conduct

Article I  Academic Integrity

Section 1: Whereas the Honors College is a community of intellectual individuals, academic integrity should be foremost.

Section 2: Plagiarism shall be defined as using ideas, wording, and/or thoughts not of your own creation without appropriately citing the source(s).

Section 3: Cheating shall be defined as receiving or giving unauthorized help on one’s own work or another’s work.

Section 4: Students will conduct research that conforms to standards for ethical treatment of subjects and honesty in data collection and reporting as specified in guidelines provided on the website for the Office of the Vice-Provost for Research & Sponsored Programs (http://www.etsu.edu/research/researchethics.htm).

Section 5: Any attempts to plagiarize or cheat in any academic matters shall be prohibited.

Section 6: If an Honors student is questioned by a person of authority about an incident of breach of academic integrity, he or she is obligated to give a truthful and honest account of the matter.

Section 7: All matters of violation of Academic Integrity shall be referred to the Dean of the Honors College and Director(s) of the student’s Honors Program(s).

Section 8: Punishment for a first offense shall include loss of tuition and fees supported by the Honors College for (2) semesters while continuing to fulfill the student’s Honors program’s requirements.

Section 9: Students who commit this offense twice shall be dismissed from the Honors College.

Article II  Code of Conduct

Section 1: Students shall be expected to follow all rules contained in the Institutional Student Disciplinary Rules found in the Spectrum Student Handbook.

Section 2: Honors College students shall be expected to respect all Honors facilities and equipment.

Section 3: All matters in violation of the Code of Conduct shall be referred to the Dean of the Honors College and Director(s) of the student’s Honors Program(s).

Section 4: Punishment shall include, in no specific order: verbal reprimand, community service, referral to University Counseling Services, revocation of privilege to live off campus after sophomore year (only for University Honors Scholars), creation of an education program/project dealing with the person’s offense, withdrawal of some or all financial support for succeeding semesters, and in extreme cases, dismissal from the Honors College.

Article III  Classroom Conduct

Section 1: Students shall be expected to conduct themselves in a manner conducive to a structured and organized learning environment.

Section 2: Students shall be respectful to all faculty, staff, and students at East Tennessee State University.

Section 3: Honors College students are expected to attend class regularly, and also attend all Honors College functions as required by the student’s Honors program(s).
Article IV  Judicial Process

Section 1: In all cases tried by the Dean of the Honors College and Director(s) of the student’s Honors Program(s), the accused shall have ample opportunity to explain and/or present his or her case and shall be awarded due process at all times.

Section 2: In all cases, the Dean of the Honors College and Director(s) of the student’s Honors Program(s)’s primary goal shall first be the establishment of guilt or innocence via the evidence submitted, and then to decide on an appropriate punishment for those found guilty.

Section 3: All cases and meetings of the Dean of the Honors College and Director(s) of the student’s Honors Program(s) shall be closed to the public and the proceedings of each meeting shall be confidential.

Section 4: In all cases involving punishment, the Dean of the Honors College and Director(s) of the student’s Honors Program(s) shall take into consideration any action already taken by the University and, where appropriate, state and local law enforcement officials.

Section 5: All accused individuals shall have the right to a speedy, fair, and judicious hearing.

Section 6: Excessive punishment for offenses shall be prohibited.

Article V  Scope and Jurisdiction

Section 1: All members of the Honors College, including University Honors Scholars, Midway Honors Scholars, Fine & Performing Arts Honors Scholars, International Students, and Honors-in-Discipline Students shall fall under the jurisdiction of the Honors Code of Conduct.

Section 2: The Honors Code of Conduct shall go into effect immediately upon adoption by the students of the Honors College Student Council.

Section 3: This constitution may be amended during any Honors College Student Council meeting by any member submitting a proposal change after approval by the Dean of the Honors College. The change must be passed by a 2/3 majority vote.
HONORS COLLEGE

OTHER MAJOR PROGRAMS
HONORS COLLEGE

THE WASHINGTON CENTER INTERNSHIP & SEMINAR PROGRAM

HISTORY: SHORT VERSION

The partnership between ETSU and The Washington Center Internship & Seminar Program actually originated as a consequence of the Tennessee Board of Regents. Historically, The Washington Center had a partnership with the University of Tennessee-Knoxville, with scholarship funds provided by the state of Tennessee. Owing to lack of activity, The Washington Center approached TBR about transferring the program to TBR universities—a move that was welcomed. Once the scholarship funds (provided in the state budget, Governor’s Office) had been successfully transferred, TBR requested the involvement of all six universities in developing a program to support student participation in major internships via The Washington Center. As a result of these plans, each university campus was allocated a certain number of scholarships and ETSU received an allocation of four scholarships of $6,250 each. Provosts or Presidents associated with each campus then offered to provide tuition scholarships to further assist students in taking advantage of this tremendous opportunity.

Thus, in 2007/2008, ETSU assigned the task of working with TBR and The Washington Center to the Honors College, primarily owing to the unique structure and opportunities of the program and the need to process scholarship funds. A good fit for ETSU and the Honors College. However, the unique nature of the opportunity also required the need for leadership to develop the partnership. As a consequence, the Dean (Rebecca Pyles) assumed the role of TWC Liaison for ETSU. In 2009, Rebecca was asked to join the National Liaison Advisory Board (NLAB) for The Washington Center and she remains as the ETSU Liaison and NLAB member today. In fact, Dean Pyles received recognition as the “Liaison of the Year 2011”. ETSU has become a favored institutional partner with TWC.

The following page provides a report of all students who have participated in the Washington Center Internship program from 2008—2012. Although our numbers are not large, our students are consistently considered among the best by TWC staff. Of the 18 students who have participated, 17 have either graduated or will graduate soon from ETSU (94%). All students have had extraordinary experiences. For example, it was through contacts made in D.C. courtrooms that Christian Izaguirre was introduced and chaperoned into the Law School at Brown University; he should receive his law degree May 2013. Shawn Ruefer, a sports management student, interned with the U.S. National Parks as an interpreter at Arlington House; as he crossed the stage at graduation, he told me ecstatically that he had been hired permanently with the U.S. National Parks to work on the Mall (prime position) in Washington D.C. Vincent Carroll actually did his internship with a Community Center in inner-city London, England, serving as a Counselor of troubled adolescents. His supervisor there, as well as the Executive VP with The Washington Center, both contacted me with rave reviews of this exceptional young man. Vince just began his MS in Counseling Psychology at the University of Missouri.
CURRENT STATUS

Unfortunately, the numbers of students able to participate in The Washington Center have decreased, with only two students participating last year. Probable causes for the decrease are (1) economic climate; (2) lack of “time” in degree programs to take a semester internship; (3) changes in Tennessee Lottery scholarships associated with #2; (4) need for more recruitment activities on campus.

The current cost of attending TWC is approximately $13,000. The $6,250 scholarship and ETSU Provost tuition scholarships certainly reduce the price considerably, but students still need approximately $4000 to attend (with housing). ETSU Gala scholarships (see below) of $1000 have made the difference for a few students, and our students have also been successful in receiving additional TWC scholarships for minority students and for honors students. The additional funding has made all the difference for most of our students.

The Washington Center also offers a series of short-term seminars (2-3 weeks) that would allow ETSU faculty to participate as Faculty Leaders or Small Group Leaders (10 ETSU students). ETSU did participate in the Washington Center Inauguration Seminar in 2008, with Dr. Michael Cody serving as a small group leader (6 ETSU students plus 4 other Tennessee students composed his group). With assistance from the ETSU Liaison, plans were made for Dr. Dinah Mayo-Bobee (ETSU History) to serve as small group leader for the Campaign 2012: Democratic National Convention. Unfortunately, the original 6 students dropped out. The ETSU Liaison continues to seek ETSU faculty interested in participating in these seminar programs.

Although our participation with TWC has been limited, ETSU has been successful in hosting The Washington Center Gala for the past three years. Dean Pyles and Mr. Jeff Anderson (ETSU Advancement) have been successful in gathering donations to become a Silver Partner at the Gala. Of our $5000 investment, ETSU receives credit for three $1,000 scholarships with TWC to be used for seminars or internships. These additional scholarships have enabled a number of students to bridge that $4000 gap and participate in the significant internships available with The Washington Center.

Dr. Pyles will be attending the upcoming National Liaison Advisory Board meeting on Sept. 30th and the Gala Celebration on October 1st. For the very first time, our ETSU President and his spouse will also attend the Gala this year. Other Gala attendees include Mr. Larry La, Mr. Jan Brown, Mark Hunter Stevans (TWC Alumnus), and Mr. Jeff Anderson. Donations without attending have been gratefully received from Hon. Bill and Mrs. Kathryn Jenkins and Mr. Lee and Mrs. Carla Davis; Mr. Tom and Ms. D.J. Jessee plan to support the event, but unfortunately also cannot attend.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Student Name</th>
<th>ETSU</th>
<th>INTERNSHIP</th>
<th>CURRENT STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2008</td>
<td>Bethany Megan Brown</td>
<td>COMM</td>
<td>Turner Broadcasting</td>
<td>grad ETSU 2010; selected and in training, FBI</td>
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<td></td>
<td>Shawn Ruefer</td>
<td>SALM</td>
<td>Natl Parks, Arlington House</td>
<td>grad ETSU 2009; job US Parks, Mall, Washington DC</td>
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<td>Neal Mehta</td>
<td>CHEM</td>
<td>Health Legislative Committee, Congress</td>
<td>grad ETSU 2008; University of Memphis Medical School</td>
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<td>Belinda Wilson</td>
<td>PSCI</td>
<td>US House Comm on Foreign Affairs</td>
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<td>Sum 2008</td>
<td>Jessica Rhyne</td>
<td>COMM</td>
<td>Washington Parks &amp; People</td>
<td>grad ETSU 2009; current not known</td>
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<td></td>
<td>Christopher Carroll</td>
<td>CHEM</td>
<td>New York City, Daly Show</td>
<td>grad 2010; reporter, Chattanooga Times Free Press</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>Christian Izaguirre</td>
<td>COMM</td>
<td>CHOICE, Adolescent Advocacy Program</td>
<td>grad ETSU 2009; attending Brown Law School</td>
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<td>Spring 2009</td>
<td>Mark J. Hunter Stevans</td>
<td>HISTORY</td>
<td>Congressional Award Foundation</td>
<td>currently Congressional Award Foundation, Washington DC</td>
</tr>
<tr>
<td></td>
<td>E. Consention-Vonderahe</td>
<td>MCOM</td>
<td>Natl Assoc Federally Impacted Schools</td>
<td>grad ETSU 2010; current status not known</td>
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<tr>
<td></td>
<td>Angelica Schultz</td>
<td>SPCH</td>
<td>Amnesty International</td>
<td>grad ETSU 2010; current status not known</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Mithra Alavi</td>
<td>THEA</td>
<td>Smithsonian Inst., Discovery Theatre</td>
<td>grad ETSU 2011; MFA, Film Studies, Florida State University</td>
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<tr>
<td>Spring 2011</td>
<td>Emma Sterling</td>
<td>Women Studies</td>
<td>Institute for Gulf Affairs</td>
<td>expected graduation December 2012</td>
</tr>
<tr>
<td>Sum 2011</td>
<td>Vincent Carroll</td>
<td>PSYC</td>
<td>London Study abroad</td>
<td>MA Counseling Psychology, University of Missouri-Columbia</td>
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<tr>
<td></td>
<td>DeVan Burton</td>
<td>ENGL</td>
<td>Same Day Process Service</td>
<td>MA proram, ETSU Literature &amp; Languages</td>
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<tr>
<td></td>
<td>Hira Chaudhary</td>
<td>BIOL</td>
<td>Peace Corp</td>
<td>University of Memphis medical school</td>
</tr>
<tr>
<td>Sum 2012</td>
<td>Min-Zi Chin</td>
<td>Digital Media</td>
<td>Voice of America</td>
<td>will graduate ETSU Dec 2012</td>
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<tr>
<td></td>
<td>Jonathan Brown</td>
<td>Publ Admin</td>
<td>Mobilize.org</td>
<td>will graduate ETSU May 2013</td>
</tr>
</tbody>
</table>
HONORS COLLEGE

EXTERNAL SCHOLARSHIPS & FELLOWSHIPS

HISTORY

Student support for applications to major named external scholarship and fellowship programs (e.g., Goldwater, Rhodes, etc.) has never been extensive at ETSU. Records are not really available, but ETSU apparently had one Goldwater Scholar and one Truman Scholar, sometime in the 1980-1990s. The task was voluntarily done for many years (1990s—2006) by Dr. Sam McKinstry, a faculty member in Political Science who is now retired. University Honors Programs assisted Dr. McKinstry in campus student recruitment from 1998-2005. The task was partially supported for the following few years, but languished.

STATUS UPDATE

In 2009, the Honors College proposed a new assault on this task (attached). Portions of the proposal were finally approved and the Honors College identified a staff member (Dr. Harold Zimmerman, Program Coordinator; also courtesy faculty) to direct new efforts toward organizing, supporting faculty, and recruiting students to apply for these prestigious scholarships and fellowships. The system requires a Faculty Sponsor, dedicated to promoting a single program. We are pleased that the system of Faculty Sponsors is now in place, and that a recruitment system: Honors College provides lists of contact information for eligible ETSU students to Faculty Sponsors, who hopefully send individual letters to these students. A website that provides more details about each program, as well as contact information to the Faculty Sponsor, is maintained by the Honors College (see below).

We can document a few recent successes:

- In 2007/2008, Ms. Jewel Aldea (University Honors Scholar; BA English, BBA Finance, 2007) was awarded a Fulbright Scholarship for Indonesia.
- We have had a few students progress in both the Goldwater and Rhodes programs; for example, Jonathan Calloway (Midway Honors; BS Psychology, 2011) made it to the final selection as a Rhodes Scholar in 2011.

We feel there is room for improvement in the program, but this effort will require more concerted attention across campus. You will note that many programs are represented by Honors College staff.

The following pages provide a list of programs for which we have Faculty Sponsors at ETSU, as well as an example of a single program listing.
### Marshall Scholarship

**ETSU Faculty Representative:**

Dr. Harold Zimmerman  
Director for External Fellowships and Scholarships  
Office: Yoakley 204  
Phone: (423) 439-6074  
Email: zimmermh@etsu.edu

**Website:** [http://www.marshallscholarship.org](http://www.marshallscholarship.org)

**Award:** The standard scholarship covers tuition and fees, cost-of-living expenses, and grants for books, research, and travel for two years, as well as transportation costs to and from Great Britain at the start and conclusion of the program. A limited number of one- and three-year scholarships are also available.

**Eligibility:** Applicants must be US citizens, have a GPA of 3.7, and have completed a bachelor’s degree by the time the program is initiated.

**When to Apply:** Applications are usually due to the faculty representative by early September.

The Marshall Scholarship is designed to provide distinguished American students of the arts, humanities, social sciences, and science and technology with the opportunity to study in Great Britain and gain a meaningful understanding of and appreciation for contemporary British culture. It is named in honor of George C. Marshall, the former Secretary of State who implemented the Marshall Plan, which endeavored to rebuild and strengthen Western Europe after World War II. Established as a gesture to thank the United States for its efforts during the war and post-war periods and strengthen the special relationship that exists between the US and Britain, the scholarship is designed to attract America’s future leaders to further their education at the British University of their choice. If an application is accepted for endorsement by the home college, it is then forwarded on to the regional review panel. All students chosen as a finalist on the national level will then be asked to take part in an interview (most likely in November, and in Atlanta).
CURRENT SUPPORTED PROGRAMS & ETSU FACULTY SPONSORS

[http://www.etsu.edu/honors/scholarships.asp]

**Undergraduate**

**Sciences:**
- Barry M. Goldwater Scholarship, open *(Dr. Zhang left ETSU)*
- Ernest F. Hollings Scholarship, Dr Tricia Metts
- Morris K. Udall Scholarship, Dr. Phillip R. Scheuerman

**Study Abroad:**
- Benjamin L. Gilman Scholarship, Dr. Maria Costa
- Boren Scholarship, Dr. Maria Costa
- Killam Fellowship, Dr. Maria Costa

**Graduate:**

**Arts, Humanities, & Social Sciences:** Jakob K. Javits Fellowship, Dr. Michael Cody
**Foreign Affairs:** Thomas R. Pickering Fellowship, Dr. Michele Crumley
**Public Service:** Harry S. Truman Scholarship, Dr. Daryl Carter
**Sciences:** Department of Energy Computational Sciences Fellowship, Dr. Harold Zimmerman
- Department of Homeland Security Scholarship, Dr. Michele Crumley
- National Defense Science and Engineering Fellowship, Dr. Harold Zimmerman
- National Physical Science Consortium Fellowship, Dr. Harold Zimmerman
- National Science Foundation Research Fellowship, Dr. Scott Kirby

**Teaching:**
- Leonore Annenberg Fellowship, Dr. Angela Lewis
- James Madison Fellowship, Dr. Angela Lewis

**International Study (Open):**
- Fulbright Grant, Dr. Rosalind Gann
- Gates Cambridge Scholarship, Ms. Jane MacMorran
- George J. Mitchell Scholarship, Ms. Jane MacMorran
- Marshall Scholarship, Dr. Harold Zimmerman
- Rhodes Scholarship, Dr. Richard Kortum
HONORS COLLEGE

Rosetta Stone® LANGUAGE-LEARNING
[Partnership with Office of Professional Development, School of Continuing Studies]

HISTORY

In 2009, the Honors College looked at development of a small, self-sustaining program that would provide opportunities for students, faculty, staff, and community members to learn foreign languages not available at ETSU. The need to expand the diversity of foreign languages available for students was an important initiative for the Honors College; the need for greater language diversity had been documented by assessments of study abroad and other programs, as well as informal conversations with students. As ETSU wishes to enhance and increase Study Abroad programs, we needed to help students and faculty gain access to greater opportunities to learn languages. After investigation, our obvious selection was to try to work with Rosetta Stone®, a well-established, highly praised, self-guided, learning software language program. This program has an excellent reputation, and is popular and well-used, worldwide. Based on what we learned in conversation with staff of Rosetta Stone®, we approached a unit on campus that we knew had current access to the type of online registration system needed—the Office of Professional Development in the School of Continuing Studies. This approach also gained ETSU the potential to offer online access to community members from our region and beyond. Our goals were to:
(1) maximize access to all populations; (2) maximize diversity of languages available; (3) keep costs low, but sufficient to generate revenue that would pay for the annual subscription ($10,000 in 2010). So, in 2010, ETSU began offering online language-learning courses available in 25 languages through Rosetta Stone. A fee of $50 provided individuals access to all levels of one language for two months.

CURRENT STATUS

Our partnership is based on management and access via the Office of Professional Development, while the Honors College provides marketing and assessment. In 2012, we had to increase the cost to $60; still a bargain since purchase of equivalent materials costs $500-$600. A recent user satisfaction survey gave Rosetta Stone® Classroom high marks for accessibility, convenience, and user-friendliness. Of the ETSU faculty, staff, students and community members taking the online offering, 80% reported feeling more proficient in their chosen language after completing the course. Among the most popular of the 25 languages available are Italian, English, Japanese, Latin, French, Spanish and Greek. The Honors College, as development and marketing partner, promotes the program through mass advertisements in the East Tennessean, local news press, Chambers of Commerce, and with area businesses. The Honors College and Office of Professional Development continue to support renewal of this Rosetta Stone® program.
Study Abroad or Family Trip?

JUMP START your language learning before traveling abroad or enhance your Study Abroad experience.

RosettaStone

Online language courses powered by RosettaStone are available to YOU from ETSU. Registration of $60 gives you access for two months of independent language learning in all levels of a language, with 25 languages available.

OPEN to ALL: Members of our regional COMMUNITY and ETSU Students, Faculty and Staff

Register online at:
http://etsuaw.etsu.edu

For more information, contact:
Angela McFall at (800)222-3878

Course listings, at: www.etsu.edu/professionaldevelopment

Brought to YOU by
ETSU Honors College
& Office of Professional Development
As a newly created college in 2005, the Honors College realized the importance of creating and maintaining an in-house assessment program for many aspects of the Honors College. We were especially sensitive to gathering feedback about Honors programs and courses in order to: 1) ensure the courses taken by Honors students were reflective of learning and within the curriculum expected of an Honors College; 2) actively engage students in their Honors academic and collegiate experience by soliciting input for suggestions and improvement; and 3) to give opportunity for improvements based on results of these evaluations and discussions with faculty and administration.

Honors Directors and administration began discussing creation of an in-house assessment program fall 2005 and actively began assessments in April 2006. The first assessments included Honors courses, undergraduate research and creative activities, and study abroad pre-post assessments for various programs using both in-house and a nationally accepted assessment (Intercultural Development Inventory, IDI). These assessments were expanded in the following years to include all honors programs, courses, senior exit surveys, and other requested assessments (based upon semester and needs of the College), as well as surveys of Honors Alumni.

To assess the experiences of our alumni and to develop an Honors Alumni database, the college developed its own survey instrument in 2008, which was sent to alumni of the University Honors Scholars program. This survey also provided a baseline for experiences in Honors prior to the establishment of the Honors College. In addition to collecting opinions about their experiences, this survey also allowed the college to gather information about where and what our Honors alums were doing. Subsequently, in 2009, Alumni surveys were distributed to all Honors program alumni to continue expansion of our Alumni Development program. Additionally, information from these surveys allows the College to develop a database of prospective donors and to solicit interest in serving on an Honors Alumni Advisory Board.

In general, the Honors College has conducted approximately 350 surveys. In 2011-12, the office has distributed approximately 167 surveys; a list of surveys produced is provided. The Honors College continues to add programs and course assessments as appropriate and/or dictated by continual growth and needs of our students. Additionally, the qualified IDI administrator, Dr. Linda Wyatt, has conducted approximately 250 Intercultural Development Inventory assessments for students and ETSU faculty-led study abroad courses (further description is provided).
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<td>Sum 2012 Fac Eval PSCI 4197</td>
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</table>
HONORS COLLEGE

Events

Annual, Campus-wide:

- International Student Campus Tours, Honors Ambassadors [August, January]
- New Faculty Reception [September]
- Recruitment, Washington Center Internship & Seminar Program [October]
- Academic Excellence Convocation [April]
- International Education Week [November]
- Boland Undergraduate Research Symposium [April]

Annual, Honors College:

- Welcome Pizza Parties, University, Midway & Arts Honors Scholars [September]
- Reception, Honors-in-Discipline programs and scholars [September; new for 2012]
- Annual Fall Honors College Picnic [September]
- Honors College Spring Social [April]
- Pinning Ceremony, University + Midway + Arts Scholars [April]
- Pinning Ceremony for Graduates, Honors-in-Discipline [April; new in 2012]

Co-Sponsorship of Campus Events with other ETSU groups

2011/2012: Examples

- Screening & Director Presentation: Documentary “Wandering Mind”, Director Theodore Martland (part of exclusive tour before the official world premiere). February 2011, with East Tennessee Dharma / ETSU Student Organization
- A free public showing will be held on Monday, Feb. 28, at 7 p.m., in the Ball Hall auditorium. Director Theodore Martland will answer questions after the screening.
- International Day of Peace, with ETSU Model United Nations Student Organization
- Genocide Awareness Day, with ETSU Model United Nations Student Organization
- Presentation to donors, ETSU Delegation to World Model United Nations Conference, Vancouver, British Columbia

2012/2013: To date

- Ohio Valley History Conference, with ETSU Department of History
- International Day of Peace, with ETSU Model United Nations Student Organization
- Campus visit & visiting Director, Laura Shaine Cunningham, author of Beautiful Bodies, with ETSU Division of Theatre & Dance
HONORS COLLEGE: Campus-wide Events

ACADEMIC EXCELLENCE CONVOCATION

The Academic Excellence Convocation is held every year in April to recognize ETSU students who have earned special recognition of their academic accomplishments. Faculty Award recipients, voted by the faculty as the most outstanding students in each respective academic department, are honored, along with all graduating students achieving *cum laude*, *magna cum laude*, and *summa cum laude* academic standings. Graduating students in the University Honors Scholars, Midway Honors Scholars, Fine & Performing Arts Scholars Programs, and Roans Scholars are also recognized. Family and friends of the students being recognized are provided with formal invitations and are especially encouraged to attend the ceremony and the following reception in the Culp Center Ballroom.

This event occurs annually on the third Tuesday of April. However, preparations for the following year’s Convocation begin the day after the current year’s event by securing reservations for the Culp Center Auditorium and Ballroom one year in advance. Graduation lists are produced as soon as possible, typically late January of early February.

By this time, the potential platform party has been reminded of the date and draft diagrams produced for setting the stage and the ballroom (reception). Also, a speaker has been selected by consensus between the Dean and Provost; faculty recipients of the Distinguished Faculty in Teaching Award are always considered, in addition to important university or community leaders. Musical talent is secured for both the ceremony and the reception, typically selected from ETSU student artists.

Much work is associated with notification and communication with students to be honored. Lists are checked and cross-checked to ensure that all eligible and qualified students are included in this prestigious ceremony. Letters of congratulations to students on behalf of the Provost are prepared and mailed, along with response forms requesting information for inclusion in the program distributed at the ceremony. Special preparations are needed to assist faculty and departments in identifying their Faculty Award recipients for the year. Memos, nomination forms, and reports listing eligible students in the particular degree program are prepared and sent to department chairs and college deans. We ask that the selection of the most outstanding student be made by consensus by all faculty members in each
department. Chairs are also given opportunity every year to update or modify the description of their Faculty Award for the Convocation program.

Special letters and additional certificates are prepared for the Outstanding Student Award recipients, University Honors, Midway Honors, Fine & Performing Arts Scholars, and Roan Scholars. Invitations are prepared, Outstanding Student Award medallions are ordered, stage decorations are requested, and refreshments for the reception are planned. Convocation Certificates are prepared for every student being recognized.

The program is an integral part of this ceremony, since this is the only place/time that academic awards are listed and recognized for each student. Preparing the program is a time-consuming task---as student forms are returned, lists of accomplishments each student wishes to have included in the program are transcribed, checked, and cross-checked to ensure accuracy. This information is also used to prepare individual cards for each student so that their honors may be announced to the audience as the student crosses the stage.

At this stage, we typically have sufficient information to add final details to the Order of Activities that is provided to the stage party, faculty announcer, and other Honors College staff. The platform party, musical talent, speaker (and biography), and faculty announcer are finalized and added to the program. The program is submitted to the printer at least three weeks in advance of the event.

Along with the duties of the Honors College staff, volunteers are a “must” for this event to occur. Ushers from different organizations are notified along with the Culp Center staff, ARAmark, student workers, and University Relations staff. Job duties are assigned to ensure that the necessary positions are staffed. Without a doubt, this event would not be possible without the assistance from many volunteers from across campus. We are pleased each year that students from President’s Pride are part of our many volunteers.

On the day of the event, the stage is prepared, seating is arranged, and final details are completed. Of course, one challenge of our task is that we never really know which students will actually attend and how many guests they will bring. But, finally, the evening arrives and we welcome an audience of approximately 800-850 friends and family to East Tennessee State University to honor the accomplishments of the most esteemed class of students for a “job well done.”

Then, the next day, the process begins anew.
International Education Week (IEW) allows institutions around the world opportunities to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education helps promote programs and the importance of internalization on college campuses (http://iew.state.gov/2012/). The third week of November is set aside to celebrate and embrace internalization and international students on the college campuses.

With the addition of the International Programs and Services Office under the newly created Honors College, it was decided that this was an initiative that needed ETSU involvement. Beginning in 2006, and every year thereafter, the Honors College hosts various international events, activities, and public lectures to promote and celebrate cultural diversity, study abroad, and international students on the ETSU campus. Planning events begins a year in advance. The week of events is marketed to both the campus and regional communities by way of press releases, radio spots, newspaper advertisements, posters and other forms of marketing media. Events have included online photo fairs; an international embassy day with our international students presenting information about their countries; study abroad fairs; special culinary events; films; and public lectures from invited speakers. Past public lectures have featured noted figures involved in public and political affairs, education, human rights violations, and documentary filmmakers; such as:

- Mr. John Dinger, Principal Deputy Assistant Secretary of State for Intelligence and Research, and former Ambassador to Mongolia
- Mr. Bob Randall, member of the first Peoples of Australia, musician, writer, story-teller, and film producer
- Dr. Douglas Rushkoff, Professor of Communications, New York University
- Dr. David Redmond, documentary film maker, author, and educator
- Norris Snead, Retired Sr. VP, Human Resources, Communication and Public Affairs, Eastman Chemical Company

International students have embraced IEW and annually present an International Embassy to kick off IEW; the embassy is set up in Culp Center and students showcase their various cultures and customs. Additionally, international students have the opportunity to participate in an International Student Essay on a topic chosen by the International Programs and Services Office. ETSU students who have participated in study abroad experiences are given the opportunity to participate in a Study Abroad Essay. Awards for both essay contests are provided, often with monetary support from donors (e.g., Johnson City Press).

This November 2012, the following activities are planned:

- The Human Race Experience KIOSK (SGA/BUC Fund & Co-sponsorship)
- Study Abroad information booths manned by faculty who have led courses abroad
- International Photo Fair (faculty, staff and student participation)
- International Student Essay Contest
- Study Abroad Student Essay Contest
- Campus Dining Daily International Cuisine feature
- Campus Dining International Cooking Demo
- International Embassy
- Passport Application and Photo Booth
- International Dance Exhibition
- Adria McLaughlin, Gilman Scholar to Roaton – Public Lecture

The “IEW Activities at a Glance” is included in the following pages, along with the estimated budget.
### Honors College IEW 2012 – Week-at-a-Glance, Estimated Budget

**Nov. 12—16, 2012**

<table>
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<th>LOCATION</th>
<th>TIME</th>
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<td><em>The Race Experience Kiosk</em> (dependent on funding)</td>
<td>D.P. Culp, 2nd floor Atrium – all week</td>
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<td>HCSC – SGA BUC Fund Request Co-Spon: Honors College, Multicult Affairs, Kappa Delta Pi, and Phi Kappa Phi Honor</td>
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<td>Mon. 11/12/12</td>
<td>International Embassy, (CPA) - Exhibition Judo/Tae Kwando</td>
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<td>Alumni Gallery</td>
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<td>Wed. 11/14/12</td>
<td>Aramark Cooking Demo</td>
<td>Culp, Cave</td>
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<td>Dance Exhibition</td>
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<td>Thurs. 11/15/12</td>
<td>Adria McLaughlin, Gilman to Roatan</td>
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<td>Hill/Wyatt –PPT/slide show</td>
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<td>Fri. 11/16/12</td>
<td>Pizza Party for I.S. and IEW Week Student Volunteers &amp; Program Participants</td>
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**Total Costs IEW 2012**

**BUC Fund Request =**

**Honors College/IPSO Budget**

- $5,835
- $2,650
- $3,185
ETSU to celebrate International Day of Peace

JOHNSON CITY — East Tennessee State University will celebrate the International Day of Peace with several events, ending at the ETSU women’s soccer game on Friday, Sept. 21, at 7 p.m.

During half-time, ETSU students from many countries will form a peace sign on the field. They will display the flags of their home countries, while “Wavin’ Flag” is played.

The community is invited to attend the event and to pledge to UNICEF a dollar amount for each goal scored at the game.

The International Day of Peace is sanctioned by the United Nations and honored around the world as a time of truce, established in the hopes that a day of peace can eventually extend to peace in the world. Over 200 countries are involved in observing the day.

Free public activities will also be held several days before the official date of Sept. 21. On Wednesday, Sept. 19, students will hand out 1,000 paper cranes on campus, honoring the Japanese tradition that someone who makes 1,000 paper cranes will be granted a wish—in this case, for peace.

On Thursday, from 8 a.m.-4 p.m. along the pedestrian mall, visitors will be invited to add their hand prints to a canvas and answer the question “What will you do to make peace this year?” At 7 p.m., there will be a showing of “The Day After Peace” in Ball Hall auditorium. The documentary features Jeremy Gilley, founder of the non-profit organization Peace One Day, and his work toward securing an internationally recognized day on nonviolence and global ceasefire.

Friday, the official Day of Peace, will feature a peace program at 11:30 a.m. in the Amphitheatre with songs, presentations and the release of 100 biodegradable balloons. The program ends with a moment of silence at noon.

The event is sponsored by ETSU Model United Nations and the Honors College.

For more information, contact Caitlin Cherry at cherryc@goldmail.etsu.edu or Kayla Kuziola at kuziola@goldmail.etsu.edu.

# # #
Honors College: 2012 Initiative
Honors Living-Learning Community

**HISTORY:** The concept of an Honors Living & Learning Community was first investigated in 2005-2006, soon after the initiation of the ETSU Honors College (July 2005). The design originally proposed included a live-in faculty member, an annual theme-driven co-curricular program built around activities and discussions that emphasized ETSU and Appalachian history. This initial trial ended in failure for two reasons: (1) no current faculty were interested in living in a residence hall with the students; and (2) students felt the program was too academic (and they had enough academic requirements already). Concerns were also expressed about lack of scholarship funds to pay for the residence hall suggested; thus, an economic barrier would be present. Although plans were discussed for a specific fundraising campaign to provide $2000 scholarships for this community, plan were never actualized.

**NEW EFFORT:** In 2011/2012, Honors College students approached the Dean about an Honors Living & Learning Community. Their idea was to focus on activities that would emphasize “stress-release”, time management, and other general life skills helpful to honors students. Dean Pyles assigned Dr. Linda Wyatt work with these Honors students and ETSU Office of Housing & Residence Life to develop a proposal for an Honors Living & Learning Community. The proposal developed over the summer 2012, with active participation by Dr. Bonnie Burchett, Dr. Linda Wyatt, and student representatives from the Honors College Student Council.

**Beginning fall 2012,** Governors and Lucille Clement will each have an Honors Living & Learning Community (HLLC) “pod”. Additional goals of the HLLC now also include activities and staff to lend support and assistance to honors students and ease the transition experienced at ETSU and in Honors.

The HLLC is designed to provide residents with a community in which differences are embraced and residents are provided tools to allow them to succeed in a demanding Honors environment. Additionally, the HLLC allows participants the opportunity for a more enriched academic and social cohort experience with the various programs. Honors and International students are eligible to participate in the community. Through various programs and activities in which participants from each Pod may participate, there will be events and activities planned specifically by HLLC Peer Mentors assigned to the HLLC “pod”. HLLC is a community in which interaction between honors programs are encouraged, diverse connections made, and increased personal growth achieved.
HONORS COLLEGE: 2012 INITIATIVE

HONORS FACULTY STATUS PROPOSAL

BACKGROUND

Many Honors Colleges around the country provide an Honors Faculty Status in order to identify faculty who are committed to and working towards providing excellence in Honors education at their institution. Since the ETSU Honors College does not have its own dedicated faculty, honors faculty status is one way to identify and reward faculty for their involvement while also providing a pool of faculty on which the college can call. One important thing to note is that this is not a proposal to create a new class of faculty, but rather a proposal intended to give official recognition to work that ETSU faculty are already doing.

POSSIBLE BENEFITS

Potential benefits to creating an Honors Faculty Status category include benefits to faculty, the Honors College, and the University.

For faculty:

- FAR recognition/placement
- Financial support for these faculty for conference or research travel
- Possibility for faculty development funds through the Honors College
- Stronger honors community on campus
- Public and formal recognition for faculty already doing this work
  - Possible faculty awards at Academic Excellence Convocation?
  - Honors Faculty of the year?

For the Honors College:

- Body of faculty to help with Honors College business
- Increased investment of faculty in the Honors College
- Increased ability to recruit faculty mentors
- Possible representation on faculty senate
- Group of faculty to have meaningful conversation about honors courses and curriculum
- Possible increased faculty participation in honors social and co-curricular activities
- Ability of the Dean of the Honors College to argue for funds directly linked to honors faculty development
- Greater equality with other colleges and schools on campus. (Helps to minimize academic marginalization of honors programs.)

For ETSU:

- Stronger Honors programs, programs which already contribute to increasing both recruitment and retention at ETSU
- Equitable recognition of faculty efforts related to honors education
PROPOSED STRUCTURE

I. CRITERIA FOR APPOINTMENT

While there will be some basic criteria for appointment, in general the awarding of Honors Faculty Status would be on the basis of activity rather than credentials. Below are various criteria used at other universities. For our purposes, activity is the most important aspect.

Where should we set the bar in terms of how much activity/participation is enough?

- Terminal degree
- Full time tenured or tenure-track
- A minimum of 2 years teaching experience at ETSU
- A record of experience in the field of study
- Documented evidence of recent/current scholarly engagement and production of scholarly work
- Recommendation of department chair, college/school Dean, Dean of Honors College, and Provost/VPAA
- Involvement in activities furthering Honors education at ETSU. Activities may include:
  - Teaching UHON courses
  - Teaching Discipline-based Honors Courses (including -088 sections)
  - Serving as research director/mentor for honors students (teaching 4018)
  - Directing or Coordinating an Honors Program
  - Advising/mentoring honors students
  - Participating on a selection committee for one of the Honors programs

II. APPOINTMENT OF REAPPOINTMENT PROCEDURES

One of the main questions is who will review/approve applications for Honors Faculty Status.

Possible application materials:
- Application letter including a list of relevant honors courses/activities;
- CV;
- Most universities require signatures from department chair and college dean, dean of the honors college,

III. EXCEPTIONS AND DEPARTMENTAL/PROGRAM PREROGATIVES

Requests for exceptions to the policies and procedures stated herein must be submitted to the Dean of the Honors College for approval.
Honors College: 2012 Initiative

Alumni Advisory Board

Honors College has finally reached an age at which our alumni are beginning to attain stable careers and lives. By 2012, our first graduates (1997) will have been gone for 15 years. Thus, the time as now come for us to focus on building our relations with alumni and including them as advisors in our Honors College planning and development processes. Obviously, this is also the prime time to begin seeking donations from our alumni for the future success of the Honors College. Of course, the College did not exist for our first graduates, so we also must welcome and educate them on our new structure, mission, and goals. In Spring 2012, a short Alumni Survey was distributed and alums were asked for their interest in forming an Honors College Alumni Advisory Board. From those initial responses, we have developed the following document and plans for our inaugural Alumni Advisory Board meeting to take place November 2, 2012.

Mission
(1) Support the University Honors College in achieving and sustaining a distinctive position within the field of higher education.
(2) Provide consultation to the Dean and Directors regarding the changing needs of students.
(3) Promote campus and public awareness of the academic programs of the University Honors College at local, state, and national levels.
(4) Assist in recruitment of potential students for programs in the Honors College.
(5) Advance activities and communication to build an active Honors College Alumni program.
(6) Enrich academic quality through gifts and by assisting in identifying and securing funding sources to increase enrollment, retention and placement.

Current Status
Board Meeting: Saturday, November 3, 2012, 10:00 a.m. – 3:00 p.m.
   a. Board members will have opportunity to participate with ETSU Return to the Classroom and Homecoming events.
   b. Use of ETSU ITV classroom to stream meeting to members who cannot physically attend.

Tentative Goals
Communication and Outreach – advocate for Honors education and publicize the quality of the ETSU Honors College at the local, state, and national levels.

Goal 1: Implement and Fully Utilize Online Technology

I. Board Strategy
   a. Publicize the success of the ETSU Honors College (HC) and its outstanding students, faculty, and staff through HC website development.
1. Aid in providing feedback on site design and navigation.
2. Help spread the word through development of online newsletter highlighting student success stories.

b. Cultivate participation of alum by finding out how they wish to communicate.

II. Board Metrics
III. Board Action Steps

Giving Back – recognize that student success is a critical marketing and development tool for an honors program. If properly communicated to key consistencies it will benefit students, alumni and the honors college reputation.

Goal 2: Develop a Comprehensive Student Alumni Program

I. Board Strategy
   a. Build relationships with Alumni to recruit prospects and mentor current students. Act as visible advocates for the school and alumni network.
   b. Capitalize on young grads that still have connections with students.
      i. Partner with career services to provide student-alumni mentoring.
      ii. Establish reunions
   c. Develop new leaders among recent graduates and young alumni.
      i. Invite hosting of alumni events at places of employment.
      ii. Establish professional events
   d. Increase speaking and networking engagements.
      i. Enhance the ETSU Alumni Return to Classroom Program.
      ii. Create opportunities for career networking

II. Board Metrics
III. Board Action Steps

Parent Advocates – building programs that encourage parents to support fund-raising efforts that achieve results; benefitting both the students and the institutions they attend.

Goal 3: Develop a Parent-Alumni Program

I. Board Strategy
   a. Identify legacy families
   b. Develop program to engage parents after their student graduates.
      i. Invite parents to host an alumni event.
      ii. Invite parents to mentor a student.
   c. Create sponsorships while student is still in school with suggested annual giving.
i. Levels of $100-500; includes a meal, an event, t-shirt for student
ii. Tribute cards; in honor of, in memory of or get well to your student, friends, or family for your gift of $25.

II. Board Metrics
III. Board Action Steps

Building Programs – think of current programs as foundational instead of finished designs. Avoid living on past accomplishments with no vision for improvement.

**Goal 4: Create new initiatives to build upon the success of current programs**

I. Board Strategy
   a. List all current events
      i. Seek new resources, purposes, and objectives for each.
      ii. Build a bold vision – the sky’s the limit.
   b. Identify the value of Alumni to the Honors College
   c. Identify the value of the Honors College to Alumni
II. Board Metrics
III. Board Action Steps
Honors College: 2012 Initiative

Honors-in-Discipline Programs: Scholarship Plan, 2013-2017

HISTORY
Honors-in-Discipline (HiD) programs at ETSU began in 1995 on an informal basis with one college who dedicated existing scholarships to developing an Honors program for students in their college. The idea caught on with other disciplines. By 2000, 10 colleges and/or departments had developed honors programs to help recruit, recognize, and support exceptional students in their areas. The intervening years brought formalization of the Honors-in-Discipline programs, including identification of minimum criteria and curricula and the dedication of 90 scholarships to support students identified by these programs. By 2005 and the advent of the ETSU Honors College, 20 additional scholarships were added for these programs, which now numbered 14.

CURRENT STATUS
As of Spring 2011, 110 scholarships were serving 236 undergraduate scholars across campus in 17 HiD programs. Within this total population, 110 scholars were supported by HiD in-state scholarships and 40 supported by HiD out-of-state scholarships. Of the remaining 86 scholars participating without HiD support, 65 students would be eligible to receive in-state scholarships (ineligible students are those with support from other programs or who have already received 8 semesters of support from various sources).

A study of graduation rates of HiD scholars from 2000-2010 shows that 78.6% of these students graduate from ETSU in six or fewer years. For 2010-2011, HiD programs included students from 12 different states and 13 different countries (including USA). A total of 34 Incoming freshmen were recruited specifically by these programs, and were characterized by an average 28.4 ACT and 3.77 high school GPA. For Fall 2011, the average cumulative GPA for all current HiD students is 3.65.

FUTURE DEVELOPMENTS
The recruitment and retention value of these HiD programs continues to attract interest across campus. As of Spring 2012, the Honors College is working with six departments developing new HiD programs in their disciplines. We anticipate bringing four of these proposals to Academic Council for final approval by May 2012. The departments involved are, as follows:

1. Geosciences to support Geology and Geography degree programs;
2. Human Development & Learning to support Human Services and Early Childhood Development degree programs;
3. Political Sciences to support International Studies degree program;
4. Literature & Languages to support Language degree programs (English already HiD);
5. Social Work to support the Bachelors of Social Work program.
We anticipate that four new HiD programs will attract a minimum of 20 students in their first year, with the potential of expansion to an additional 100 students over the next four years.

**THE HiD SCHOLARSHIP**
Each HiD scholarship represents the cost of (1) in-state maintenance + fees for Tennessee residents or (2) out-of-state tuition + program fee (only) for out-of-state students. Scholarships are awarded primarily on a competitive basis among all eligible HiD scholars accepted in all HiD programs (i.e., a single pool of candidates). Once awarded, the scholarship is guaranteed for each scholar who remains in good standing with their HiD program (determined by GPA and by progress in honors curricula and in Senior Honors Thesis). No student may receive more than 8 semesters of tuition scholarship from ETSU (all sources combined).

**ANTICIPATED COSTS**
The following tables represent the anticipated costs of adding 10 HiD new in-state scholarships each year for the next four years (2013/2014—2016/2017). This action would result in a cumulative gain of 40 scholarships by 2016, with an overall total of in-state HiD scholarships of 150 (compared to the current 110). Table 1 represents total and incremental costs of these scholarships each year, based on 2012/2013 tuition (17 credits per semester) projected 5% increase in tuition per annum. All costs are based on 17 credits per semester per student; this rate reflects current enrollment average of 16.75 credits per semester among all current HiD students.

**Table 1. Cost at Projected Maintenance Fee (5% per annum; base = 2012/2013)**

<table>
<thead>
<tr>
<th>Year of Plan</th>
<th>Number NEW</th>
<th>Cumulative Add</th>
<th>Cumulative Cost</th>
<th>Incremental Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Year Total</td>
<td></td>
</tr>
<tr>
<td>2013/2014</td>
<td>10</td>
<td>10</td>
<td>$37,721.25</td>
<td>$75,442.50</td>
</tr>
<tr>
<td>2014/2015</td>
<td>10</td>
<td>20</td>
<td>$79,214.63</td>
<td>$158,429.25</td>
</tr>
<tr>
<td>2015/2016</td>
<td>10</td>
<td>30</td>
<td>$124,763.03</td>
<td>$249,526.07</td>
</tr>
<tr>
<td>2016/2017</td>
<td>10</td>
<td>40</td>
<td>$174,668.25</td>
<td>$349,336.50</td>
</tr>
</tbody>
</table>

We recognize this request does not provide scholarships for all HiD scholars now (existing gap) or in the future (projected expansion of programs). However, we feel the request is a reasonable attempt to help maintain the strengths and values these programs bring to our institution.

*Designed to give you opportunities to distinguish your undergraduate career at East Tennessee State University.*
HONORS COLLEGE

SUMMARY

The Honors College at ETSU plays many roles, provides many services, supports faculty and students alike---but across all disciplines at ETSU. We feel that we are meeting our mission to provide undergraduate students with opportunities to distinguish their undergraduate careers. The success of our Undergraduate Research programs contributes strongly to university mission and goals in the area of research. This mission also serves the campus at large in these activities, and is providing programs with retention to graduation rates of 80—95%. Although with a focus on undergraduates, we also serve the graduate mission of the institution, especially in the areas of international student recruitment, international partnership development, and faculty support.

We directly touch the lives of many students (more than 1,000 per year) and hopefully impact even more by the presence of exceptional domestic and international students who are engaged in both their education and their campus. In addition, the Honors College works literally with all units on campus---e.g., all the colleges, Housing & Residence Life, Financial Aid, Admissions, Student Life, Student Affairs, etc.---and we could not accomplish what we do without their assistance. However, I believe the staff, participating faculty, and students of the Honors College are among the most dedicated and most committed on this campus.

INTERNATIONAL PROGRAMS & SERVICES

Since the advent of the Honors College in 2005, there has been huge growth in the responsibilities and activities in International Programs. In the opinion of the Dean, the amount of positive change in this area is truly amazing. New innovations top the list of accomplishments, as well as excellent progress in tracking and reporting.

Efforts and activities aimed at recruitment of international students have paid off, with 2012 fall enrollments up 19% from last year---a 1.5 magnitude change from 2009 (370 v. 244). In-house recruitment efforts, in addition to cooperation with the new English Languages Service Center, contribute to our growing international student population. Communication and cooperation with ETSU Admissions (especially Ms. Michele Banner) and with Arts & Science Undergraduate Advisement (especially Ms. Joanne Cyrier) have also helped smooth the way for our new international students. The Office of International Programs & Services has consistently added services and refined programs for our international students every year.

Study Abroad at ETSU has also undergone significant changes. In 2005, three ETSU faculty-led programs were offered occasionally, and 18 ETSU students studied abroad. In 2012, the number of ETSU study abroad programs has increased to 15 (not all provided every year), and 132 ETSU students studied abroad. Numbers of students was actually largest (180) in 2011; the 2012 decrease probably reflects both the fewer number of programs offered and the current economic climate. It should be noted that
our Study Abroad Advisor works actively with many more students than those who finally elect to study abroad. Between individual and group meetings, our Study Abroad Advisor (Kelly Hill) estimates that she meets with over 500 students each year.

UNDERGRADUATE RESEARCH & CREATIVE ACTIVITIES

The concept of an Office for Undergraduate Research at ETSU was only one-year old before it was integrated into the new Honors College in 2005. In essence, the major elements of our undergraduate research programs were designed in concert with development of the Honors College. A thoughtful approach to the 5-year projected budget has enabled small increases in funding for grants and professional conference travel for undergraduate that have matched the needs of the ETSU campus.

As with other areas of the Honors College, innovation remains a major characteristic of the progress made in ETSU Undergraduate Research (e.g., donor funding for summer research fellowships; creation of and continual updates to a unique Research Discovery Work Study; faculty scholarship and national involvement in the area of undergraduate research). We are especially pleased with financial assistance from the family of Dr. Jay Boland (ETSU 1992—2006) for the annual Boland Undergraduate Research Symposium, which continues to draw students from across campus.

Early in spring 2012, we initiated a process to track our undergraduate research students in the Banner record system. As of September 9, the ETSU Institutional Research Office reported the following:

- Since Fall 2005, 74.8% of students involved in undergraduate research had graduated by Spring 2012, with 11.8% still enrolled (Fall 2012) = 86.6% either graduated or still enrolled;
- Since Fall 2005, 34.8% of all students NOT involved in undergraduate research had graduated by spring 2012, with 23.5% still enrolled (Fall 2012) = 58.3% either graduated or still enrolled.

It should be noted that it is very difficult to provide a fully equitable comparison for our undergraduate research program. The numbers used above are not directly equivalent, since the distribution of student classes is not the same— the undergraduate research group tends to be juniors and seniors, while non-researcher group has more freshmen and sophomores. However, even if these comparisons are only close approximations, we feel the difference (>28%) is significant.

UNIVERSITY HONORS SCHOLARS

This is truly an amazing program, and has been since 1993. Our alumni are, literally, all over the world. But we are anxious to have them begin to be more involved in the Honors College, which is a major initiative for the coming years. Of course, we are proud that our alumni are so pleased with the program that they send their siblings to us.

The retention to graduation rate for students within this program has varied, especially with regard to program participation (84—94%); however, although some students do not complete (most frequently
because of the Honors Thesis), they remain at ETSU and complete their degrees. From 1993 until now, **92.45 of these students graduate from ETSU and with a mean time to graduation of 4.5 years.**

From the Dean’s perspective of involvement in Honors at ETSU since 1995 (first teaching Great Ideas in Science), we are reaching the point where a complete curriculum review should take place. Thanks to the support of many department chairs across campus, we are privileged to work with exceptional faculty in our curricula.

**MIDWAY HONORS SCHOLARS**

When we began this program in 2005, we were a bit unsure of outcomes since many of us did not have experience with transfer students. The success of students in this program has been far beyond our expectations, and we have learned much from their experiences. Retention in the program is currently 85%, but like the UHS program, students who do not complete the program typically remain at ETSU. Thus, **94.5% of Midway Scholars graduate from ETSU.** Although theoretically a 2-year program, many of these transfer students take longer than 4 semesters to graduate; many enroll in summer classes and most are at ETSU for an additional one or two semesters. **Time to graduation for students in this program is 2.8 years.**

**FINE & PERFORMING ARTS SCHOLARS**

I often jokingly refer to this group of honors scholars as my “wild & wooly bunch”. But all jokes aside, we all have learned much from working with this group of artistically talented students. This program is, as far as we have discovered, unique in the region and certainly unique within honors in the nation. We continue to add improvements to the curriculum and program components, seeking that unknown balance that will lead to greater student success.

However, like our other honors programs, retention is much higher than the general population at ETSU. Overall, retention in the F&PA program is 76%, with loss of students primarily for three reasons: (1) lack of scholarship; (2) heavy course loads and requirements, especially in Art and in Music; and (3) dismissal for academic reasons. However, also like other programs, **87% of students admitted to the program remain at ETSU to complete their degrees.**

**HONORS-IN-DISCIPLINE PROGRAMS**

Since the advent of the Honors College, Honors-in-Discipline programs have increased from 10 to 18, with three more in development and three more in discussion. Students in Honors-in-Discipline programs increased from 172 (2004) to the highest level (242) in 2009/2010; unfortunately numbers of students have decreased since 2010 to the current fall 2012 of 197. Although the number of participating students is always slightly higher in spring, we are concerned with this decrease. Potential reasons for the decrease rest with the following: (1) loss of the Biology Honors Program, which was
once our largest; (2) greater interest from Tennessee students, but lack of sufficient scholarships; and (3) loss of time among Faculty Honors Coordinators for recruitment efforts.

Of 707 past participants of HID programs, only 53.3% completed their HID program. However, of those 707 students, **80.6% graduated from ETSU**, a percentage that is nearly double the general graduation rate. We still note that the retention to graduation rates in our HID programs far surpasses that of the general undergraduate population.

As a consequence, we have a number of initiatives in areas we feel will make a difference, including HID scholarships; Honors Faculty; offering UHON course sections; and seeking more recognition for honors faculty. These items are described further in the sections on HID Programs and the Honors Major Initiatives, 2012.

**OTHER PROGRAM AREAS**

The Honors College is a very busy place, as it should be. The College has grown in activities and responsibilities since its conception and inauguration. A good example is the Washington Center Internship Program, which originated with Tennessee Board of Regents and was appropriately assigned at ETSU to the Honors College in 2007/2008. This section of the report provides a few examples of the many extra, new, and unique things we support in the Honors College.

A significant number of innovations have been established in the Honors College, many in direct response to needs identified by our staff and faculty. We do like to ‘brainstorm’ and I make sure that our culture is one in which “failures” are acceptable and considered only as a step in the right direction. Discovery is the key, and we learn from what doesn’t work (or work well). We do, however, steward our budget and invest to only those projects that serve multiple purposes for our students and the ETSU campus.

However, the majority of our “other” programs areas include ideas and projects that have been generated by students---those in Honors, International, and not either. Examples include Model United Nations; International Day of Peace; extending our courses to more students; and the current pilot of an Honors Living & Learning Community. We learn from all our students and make sure they understand we are a community in which they share an equal role.
Future Needs

PERSONNEL

A significant area of future needs resides with staff. Student success is related to support and services, and this is as true for all divisions of the Honors College as it is for Athletics. In particular, the following positions are needed:

1. **International Student Advisor** (additional) to support our increasing international student population.
2. **Study Abroad Coordinator**, needed to assist faculty in development and logistics of leading ETSU Stud Abroad programs. This position could also alleviate some of the current load on our Study Abroad Study Advisor.
3. **Recruitment Coordinator**. We currently have a part-time temporary staff assisting with development and implementation of international recruitment. However, we also have a strong need for a Recruitment staff person for our Honors Programs (in original proposal). One position in Recruitment could serve both our needs in Honors and International programs.
4. **Alumni & Donor relations**. We currently have a part-time temporary staff assisting with these tasks. We have extensive plans for our alumni and donors in Honors, and we have not yet touched the project of our International alumni. Again, a single position dedicated to these tasks for both Honors and International would be our next best step.
5. **Secretary**. Two honors programs currently share one secretary, who manages records for and communication with a total of 260 students, while also assisting Directors with other aspects of management and oversight for two programs. In addition, the Office of Undergraduate Research & Creative Activities utilizes the Office Coordinator and Project Manager of the Honors College for support and for managing all purchases and budgets associated with student travel, grants, and fellowships. We need more secretarial support.

SCHOLARSHIPS

Growth in two Honors programs—Fine & Performing Arts Scholars and Honors-in-Discipline programs—is hampered by the lack of scholarship support to attract students. When we originally conceived the F&PA Honors Program, we felt that offers of out-of-state (only) scholarships would be a significant attraction to recruit these students. We have been proven wrong, many times. In addition, we are now supporting 18 HID programs, compared to the original 10, and feel we are losing students and new recruits owing to lack of scholarship support. A proposal to increase the number of these scholarships gradually over the next four years was submitted in 2011 and has been resubmitted in 2012. Considering that the retention to graduation rates for students in both of these programs are TWICE the general ETSU retention rate, investment in these programs and students seems a wise choice for ETSU.
FACULTY RECOGNITION

The Honors College (all areas) relies heavily on the good will and support of faculty and department chairs across the ETSU campus. We are currently working on a formal proposal to establish Honors Faculty status at ETSU to at least provide these faculty with formal recognition of their service to honors, research, and international students. In addition, we will be seeking a small change in Promotion & Tenure policy---asking only that mention of participation in international activities, honors education, and undergraduate research be viewed positively during considerations for faculty tenure and promotion at ETSU.

STUDENT RECOGNITION

We propose to make a small change in Academic Excellence Convocation, so that Honors-in-Discipline scholars might be recognized as a separate group. Our HID alumni, recent graduates, current students and Faculty Coordinators have requested this change.