A photograph of a campus landscape featuring a paved path with a cobblestone section, surrounded by lush greenery and trees. The scene is bathed in warm, golden light, suggesting a sunset or sunrise. A yellow banner is overlaid on the top portion of the image.

Burnett Honors College

Cultivating Talent. Inspiring Excellence.

Strategic Plan
2020-2025



**Burnett Honors
College**

UNIVERSITY OF CENTRAL FLORIDA

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History & Planning Context

Since its inception in 1982, the honors program at the University of Central Florida has attracted some of the most talented students from across the nation. The Honors in the Major was established in 1989 as part of the honors program and is the oldest and most prestigious undergraduate research program at UCF. In 1998, under the stewardship of founding Dean Allyn Stearman (1996-2004) the honors program was granted college status, and in 2002 the Burnett Honors College (BHC) building was opened and the honors college dedicated to Al and Nancy Burnett, former owners of Contemporary Cars in Maitland, Florida, and longtime friends and benefactors of UCF. In 2007, Dean Alvin Wang (2005-2017) inaugurated Tower III as the Honors Living Learning Residential Community. In 2019, under the leadership of the college's third dean, Sheila Amin Gutiérrez de Piñeres (2018-present), the honors college reaffirmed the following vision:

To provide a transformative, vibrant community that fosters academic excellence, interdisciplinary inquiry, and personal growth.

To empower creative problem-solvers who use their talent and passion to address the dynamic challenges of the present and future.

The Burnett Honors College (BHC) cultivates an environment of academic excellence and intellectual inquiry that gives students (known as Burnett Honors Scholars) the best of two educational worlds in one: an intimate, welcoming place to learn and make new friends, plus access to the expansive resources and opportunities of one of the nation's largest and most innovative research universities. As such, our students gain advantages associated with both prestigious liberal arts colleges and world-class universities.



BHC is committed to the vision of developing tomorrow's talent. BHC strengthens the educational experience by fostering an environment enriched by students' varied backgrounds, socio-economic statuses, perspectives, and abilities, which nourishes a larger societal dynamic of citizenship, public discourse, and civility across campus. BHC Scholars also bring distinction to the university by raising the academic profile, qualifying for prestigious national and international awards, securing admission to competitive graduate and professional programs, and charting their way to fulfilling careers.



BHC draws a very impressive array of talented students, and serves the entire UCF campus through University Honors, Office of Honors Research, and Office of Prestigious Awards. BHC offers two main programs of study: University Honors and Honors Undergraduate Thesis. University Honors provides an enhanced course of study geared toward incoming first-year student or students transferring from one of the five partner state colleges with an Honors AA degree. The Office of Honors Research through

the Honors Undergraduate Thesis (HUT) program offers an opportunity for high-achieving juniors and seniors from across UCF, including a sizable number of transfer students, to join BHC. The Office of Prestigious Awards (OPA) assists students from all colleges at UCF in finding and securing top scholarships, fellowships, and awards. OPA empowers students with the confidence, perspectives, and resilience needed to secure the major awards that will bring acclaim to the students and the university. BHC houses approximately 2200 students in total, which represents approximately 4% of UCF's undergraduate population.



Programs

University Honors

Every year, BHC welcomes a diverse class of about 525 first-year (FTIC) students from close to 30 states and 25 different countries, who speak approximately 30 different languages. The holistic admissions process for the University Honors Program focuses on building a class that is both broad and deep with talent. BHC Scholars start together in the fall with Honors Symposium—an initiatory, cornerstone course that creates community and fosters personal and professional development. Students of all



majors participate in the University Honors program, which is designed to offer a small college experience within a large research university. The honors curriculum—consisting of honors courses, interdisciplinary seminars, and the honors symposium—is integrated throughout a student’s undergraduate career.

BHC is unique as an honors college in that it offers honors courses both across the general education curriculum and in the major, including a significant number of upper division courses. It provides breadth, depth, and engagement with the learning process. Honors courses meet UCF General Education and major-specific requirements, and a thesis is not required. As students participate in the University Honors program, they are encouraged not only to pursue rigorous coursework inside and outside their majors, but also to engage in research, internships, and study abroad programs.

BHC’s success can best be measured by maintaining a student population that roughly reflects the demographic proportions of UCF’s total undergraduate enrollment while comprising the most academically talented and motivated students from among those demographics. BHC Scholars in the University Honors program score at the 97th percentile or above on the SAT (average SAT: 1465). For example, the average SAT of BHC Scholars is 150 points higher than the average SAT for UCF’s freshman. The number of National Merit and National Hispanic Scholars on campus continues to grow due largely to the quality and reputation of the BHC.

BHC not only guides and assists students through navigating the college’s rich curricular and co-curricular offerings, but also focuses on students’ development as they cultivate broader, long-term goals for their education and beyond. The Office of Honors Advising maintains a warm, caring, approachable atmosphere, advocating for scholars while teaching them to advocate for themselves. Life and College workshops center on teaching BHC Scholars about professional identity and wellness, helping them develop into well-rounded young adults. Peer advising and mentoring include the team leader model in first-year Honors Symposium and peer advisors who combine social media with drop-in advising hours. BHC’s high touch and robust advising program supports student success and timely degree completion.

The class yields leaders both within the BHC and across UCF. For the last two years, more than two-thirds of the undergraduate UCF Order of Pegasus recipients were BHC Scholars. The Order of Pegasus is the university’s most prestigious student award. The average UCF GPA of BHC Scholars is 3.7, over 50% graduate *cum laude* or higher, and 68% graduate in four years, far above national or campus averages. The four-year graduation rate is improving fast. Of the Fall 2018 and Spring and Summer 2019 BHC graduates, 79% graduated in 4 or less years. The average annual salary of a BHC graduate (\$59,242) is \$13,804 more than a non-BHC graduate (\$45,438). Or stated differently, BHC graduates earn on average 30% more than non-honors graduates.

BHC Scholars are significant contributors to UCF reaching and exceeding Florida’s performance and preeminence goals.

State of Florida data for UCF and BHC Graduates

	State Goals	UCF (17-18)	BHC (17-18)	UCF (18-19)	BHC (18-19)
Percentage of Bachelors Employed or Grad School	72.80%	67.90%	N/A	67.4%	N/A
Median Wages of Employed Bachelors	\$40,700	\$38,700	N/A	\$38,600	N/A
FTIC 4-year Graduation Rate	50%	43.80%	60.70%	46.30%	68.5%
Academic Progress Rate	90%	88.50%	96.50%	91.50%	96.30%
Bachelor’s Degrees Awarded with Strategic Emphasis Area	50%	51.90%	66%	51.6%	N/A
Average GPA	4	4.1	4.4	4.1	4.4
Average SAT	1200	1316	1457	1326	1465
Freshman Retention Rate	90%	90.40%	96.90%	91.70%	96.50%

BHC Scholars have a significant overall impact on UCF’s retention and graduation metrics:

- Honors represents about **8%** of UCF FTICs
- Honors adds about **2%** to UCF’s overall 4-year graduation rate
- Honors adds about **1.2%** to UCF’s overall 6-year graduation rate
- Honors adds about **.5%** to UCF’s overall first-year retention
- Honors most significant impact is in the 4-year graduation rate

BHC Scholars are key to UCF’s talented incoming class and have a significant impact on freshman class metrics.

	State Goals	UCF (19-20)	UCF (19-20) Non-Honors Only	BHC (19-20)	Marginal Difference
Average GPA	4	4.17	4.13	4.46	.33
Average SAT	1200	1332	1315	1465	150
Average ACT	N/A	29.1	28.3	32.7	4.4

The state of Florida is committed to increasing degrees in Areas of Programmatic Strategic Emphasis: STEM and Health. In 2019 Honors represented about 3.2% of all degrees awarded but represented 4.2% of degrees in strategic areas and 5.2% of degrees in STEM & Health. Honors graduated 20.9% in Strategic Areas and 49.2% in STEM & Health more than our proportional percentage of the total degrees awarded.

BHC Scholars exceed UCF’s 4-year graduation rates across the board. BHC Scholars add about 2% to the overall graduation rate. The table below illustrates that 4-year graduation rates for the class (cohort Fall 2015) graduating in 2019. All demographic groups within BHC outperform non-honors students at UCF at similar rates.

	UCF	BHC	BHC Advantage
All Students	46.4%	68.2%	21.8%
African American	41.2%	71.4%	30.2%
Hispanic/Latino	43.5%	62.5%	19.0%
Multi-Racial	45.3%	60.7%	15.4%
Asian	44.6%	82.2%	37.6%
White	48.8%	68.3%	19.5%
Pell Grant Recipient	43.1%	60.0%	16.9%

Data analytics are key to BHC’s impact on performance and preeminence metrics. A key objective is to expand our relationship with Institutional Knowledge Management to create a series of regular data reports to enhance advising and outcomes of BHC Scholars. BHC plans to implement an online application system to increase the ease by which students apply to be a part of BHC. The BHC is committed to increasing its impact on those metrics that advance the mission of UCF. Key measures have seen steady increases in impact on performance and preeminence metrics.

Honors Undergraduate Thesis

The Honors in the Major was established in 1989 as part of the honors program and is the oldest and most prestigious undergraduate research program at UCF. Whether it's the need to satisfy an intellectual curiosity or a desire for academic growth, students of all disciplines have the opportunity to enhance their education by conducting original research. While research and thesis writing are not mandatory for all honors students, many are involved in research and creative projects at UCF, across the United States and

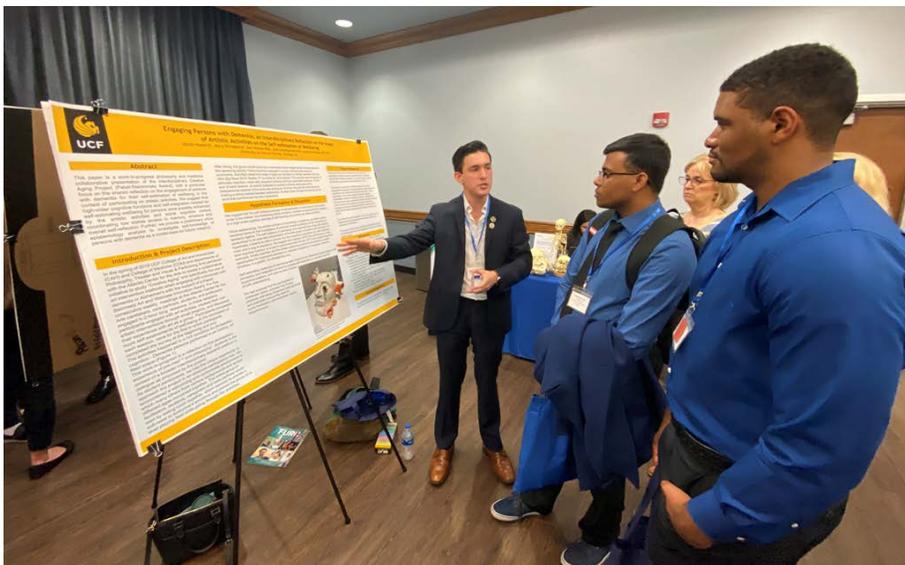
around the globe. The Office of Honors Research connects students with research mentors and opportunities and enables all qualified UCF students to engage in original, independent research, leading to a published Honors Undergraduate Thesis.



The Honors Undergraduate Thesis program allows motivated and talented juniors and seniors to serve as principal investigators and independent scholars in carrying out an original research project or creative activity. Students write, defend, and publish a high-quality honors thesis that serves as the capstone of their undergraduate career. Students in the Honors Undergraduate Thesis (HUT) program usually start their research project in their junior year and enroll in two to four semesters to complete the thesis. As with Master's theses, they work under the direction of a faculty committee comprising a thesis chair and at least one other reader to whom they defend their work at the conclusion of their project. The completed thesis is published in a curated, online repository, accessible to scholars worldwide through the UCF Libraries, and over half a million theses have been downloaded since 2015. Honors theses span all the disciplines offered at UCF and run the gamut of projects, from conducting laboratory experiments to writing original short stories to carrying out surveys to directing original plays.

Recognizing a need among the student body, the Burnett Honors College introduced the Interdisciplinary Thesis option in Spring 2019, which allows students to write theses in disciplines other than their academic majors and to earn the distinction of Honors in Research or Honors in Creative Inquiry. To reflect this expansion in its offerings, the program

was renamed Honors Undergraduate Thesis. Regular visits by staff to colleges and departments to recruit both qualified students and faculty willing to supervise thesis projects became a priority. The building or strengthening of relationships with partner offices such as the Office of Undergraduate Research, Academic Advancement Programs, Tau Sigma transfer student honor society, as well as the Director of Undergraduate Research at Valencia College, have led to rich synergies.



The Office of Honors Research relies extensively on its network of faculty liaisons in their colleges and departments to be the “champions” of the program in recruiting students and faculty. This was a direct result of new efforts in targeted recruitment, where OHR staff, in collaboration with Honors Thesis faculty liaisons in the various academic colleges, identify students who meet the

minimum admission criteria and invite them to an information session about the program. Total annual enrollment increased by 10.7% over the previous academic year. Total annual enrollment was just under 500 students for the first time in the history of the program, and the number of graduates grew 16.5% to 211, pointing to better retention of enrolled students. Retention is at an all-time high at 88.8%, helped by a system of close monitoring of students’ progression through the program by OHR staff, early trouble-shooting with the student and their thesis chair, and the implementation of tailored, personalized solutions to challenges students face in their thesis journey.

BHC Scholars who enter the BHC through the HUT program add significant diversity by creating yet another inclusive pathway into the Burnett Honors College.

HUT Scholars Enter UCF Status, 2019-2020 AY	
FTIC	61.60%
Transfer	37.00%
Second Degree Seeking	1.40%
Total	100%

HUT Students by Ethnicity, 2019-2020 AY	
American Indian or Alaska Native	0.40%
Asian or Pacific Islander	9.00%
Black or African American	5.60%
Hispanic or Latino	25.00%
Multi-Racial	4.80%
Native Hawaiian or Pacific Islander	0.20%
Not Specified	9.20%
White (Not of Hispanic Origin)	45.80%

Breakdown by Academic College, 2019-2020 AY	
College of Arts & Humanities	14%
College of Business Administration	2%
College of Community Innovation & Education	7%
College of Engineering & Computer Science	10%
College of Health Professions & Sciences	6%
College of Hospitality Management	0%
College of Medicine	14%
College of Nursing	7%
College of Sciences	37%
College of Undergraduate Studies	3%

HUT graduates had an average 3.7 UCF GPA at graduation, and many go on to attend some of the best graduate and professional programs in the nation.

Prestigious Awards

The Office of Prestigious Awards (OPA) is the UCF clearinghouse, hub, and representative for all prestigious scholarships. Housed within the Burnett Honors College, OPA serves the entire UCF community. OPA's mission is to assist UCF students through every step of the application process in order to secure the most competitive state, national, and international scholarships, fellowships, and awards. In Fall 2020, UCF unveiled The Acclaimed Knights Wall as a tribute to UCF students who been nationally and internationally recognized for their academic excellence and achievements. UCF chose to immortalize UCF's outstanding legacy of student achievement by proudly displaying the names of its most prestigious award winners. The Acclaimed Knights Wall serves as a testament to the continued excellence of UCF students.

Evaluating the unique needs and career aspirations of each student, OPA works to ensure application materials are distinguished and competitive. Application-focused services include facilitating information sessions; advising students regarding requirements, eligibility, and preparation; and reviewing and providing extensive content feedback on application materials. Through advising students and working with them to hone their presentation and writing skills, OPA helps students achieve scholarships that will bring national acclaim to themselves and the university as well as the monetary support they need to achieve their goals and shape the future of our world.



Over the past three decades UCF students have attained the most prestigious national and international awards, including a Rhodes Scholarship. When examining 5-year averages, it is clear the competitiveness of UCF applications has grown. There was a 40% increase in awards received for the period 2016-2020 over the period 2011-15. The greatest increases were in STEM and Language/International Study awards. Student recipients of prestigious scholarships in the 2018-2019 academic year were awarded more than \$1,300,000 in funding. In the 2019-2020 academic year, this figure rose to more than \$2,300,000 in funding. This net increase of \$1,000,000 in student funding was due to UCF students securing more Fulbright and NSF Graduate Research Fellowship grants than the previous year. These funds allow students to pursue impactful research, study at leading graduate schools, join life-long professional networks among co-recipients, and make meaningful cross-cultural connections while studying abroad.

Prestigious Awards (1981-2020, Spring)	
Astronaut Scholarship	32
Boren Fellowship	2
Boren Scholarship	8
Critical Language Scholarship	8
Florida Gubernatorial Fellows	14
Fulbright U.S. Student Grant	62
Gilman Scholarship	52
Goldwater Scholarship	11
Goldwater Scholarship*	3
James Madison Memorial Fellowship	5
NSF Graduate Research Fellowship	120
NSF Graduate Research Fellowship*	70
Pickering Fellowship	4
Rangel Graduate Fellowship	3
Rhodes Scholarship	1
Truman Scholarship	1
Udall Scholarship	1
Grand Total	397

The successes of OPA also translate directly to the national and international reputation of UCF. 7.5% of an institution's rank on Forbes' America's Top Colleges list is based on students successfully earning national prestigious scholarships. Other categories that are impacted indirectly by scholarship success are post-graduate success (32.5%), student debt (25%), and enrollment in a doctoral program (2.5%). Compiling these numbers, 67.5% of an institution's ranking is impacted by the way in which it advises and facilitates undergraduate and graduate scholarship, fellowship, and award success. Meanwhile, under the U.S. News & World Report college ranking methodology, undergraduate academic reputation, which is significantly impacted by the number of students being awarded major national academic awards, makes up 22.5% of the total ranking.

By placing UCF students in prestigious graduate schools and careers, these awards help increase the reputation and reach of UCF alumni. Many of these scholarships fund study, research, and service abroad, further extending the reach of our alumni as former UCF students spread their work and achievements globally. Further, because many of these awards lead directly to job placement, often in highly lucrative careers, obtaining these awards further establishes UCF alumni as high-achieving professionals who have earned distinction in their fields.

Strategic Alignment

In this strategic planning process, BHC aims to align its initiatives with the priorities and goals of UCF. Consistent with UCF President Cartwright’s vision, BHC will be a model for honors colleges housed within research metropolitan universities. “Cultivating Talent. Inspiring Excellence” is the commitment to all BHC Scholars.

In 2016, President John Hitt and UCF’s Board of Trustees approved the university’s new strategic plan: Collective Impact. More than 800 individuals contributed, with input from faculty, staff, students, alumni, business leaders, elected officials, and community leaders. This feedback helped UCF define five bold promises, “our commitment to our students and the community we serve.” Each promise was critical to UCF’s mission and beliefs and how UCF measures its success as a model for 21st-century higher education.

UCF promised to:

- Harness the power of scale to transform lives and livelihoods.
- Attract and cultivate exceptional and diverse faculty, students, and staff whose collective contributions strengthen us.
- Deploy our distinctive assets to solve society’s greatest challenges.
- Create partnerships at every level that amplify our academic, economic, social, and cultural impact and reputation.
- Innovate academic, operational, and financial models to transform higher education.

UCF’s Collective Impact Strategic Plan was built on the equation of “Scale x Excellence = Impact,” with a conviction and recognition that organizations can harness the power of their scale and a constant pursuit of excellence to have the greatest impact.

In 2020, UCF welcomed the arrival of President Alexander Cartwright. President Cartwright’s vision is for UCF to be a leading public metropolitan research university that exemplifies the following goals:

1. Academic, operational, and inclusive excellence
2. Innovation of curriculum, faculty, students, campus life, technology and facilities
3. An outstanding commitment to diversity and inclusion

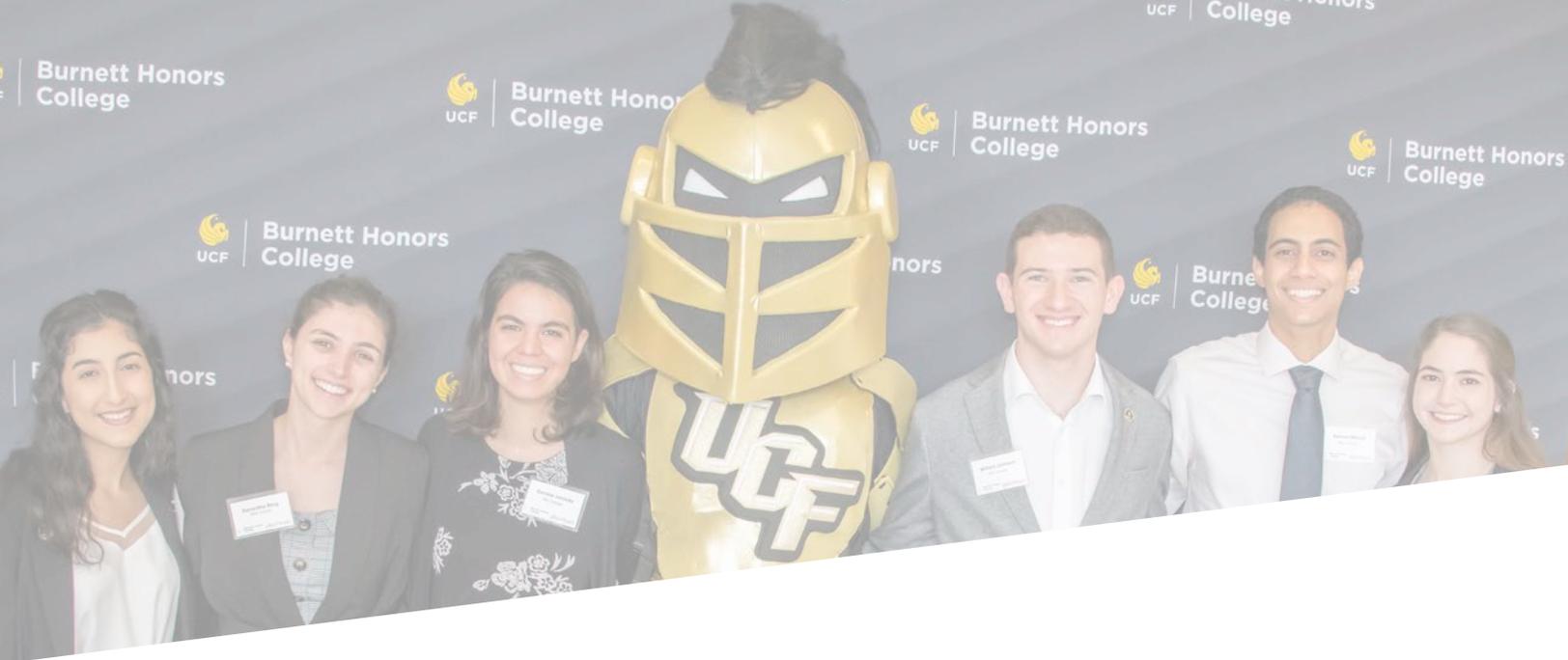
BHC began its strategic planning process from a position of strength. BHC is one of the key drivers of UCF’s prominence. The Burnett Honors College is among the top 20 honors colleges in public universities nationwide (publicuniversityhonors.com). BHC Scholars and their passion for learning and action are what make BHC a top-ranked honors college in the nation and arguably the best honors experience in Florida.

Developing Our Plan

Honors colleges of the 21st century need to be mindful of changing demographics, the cost of higher education, and the ability to articulate the value proposition of an honors education. In the fall of 2019, the Burnett Honors College conducted a series of surveys and stakeholder meetings with current BHC students, alumni, faculty, staff, and administrators. Almost 200 students and approximately 100 faculty/staff/administrators provided their candid comments on the most salient aspects of BHC. Additionally, the deans visited with alumni, community stakeholders, donors, and parents to inform the process. From this, a SWOC matrix was devised. The SWOC analysis and corresponding data provide the foundation for a focused approach to future planning and defining of goals.

Summary of Challenges and SWOC Analysis:

<p>Strengths:</p> <ul style="list-style-type: none"> • Environment where the best and the brightest can explore their interests • Quality of the incoming class • Small class sizes that foster engagement • Interdisciplinary seminars • Sense of community • Nimble and responsive to student needs and changing market • Partnerships in the community • High quality advising • Reputation of the college, staff, and the students • Burnett Medical Scholars (BMS) BS/MD program • HUT attracts top non-Honors students, including transfer students 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • Perceived limited diversity of student body • Cumbersomeness of the paper application • Limited number of honors courses available • Need for more programming to strengthen “soft” skills • Need to expand alumni relations • Limited partnerships across the campus with other colleges and their staff • Lack of consistency in instruction in certain core honors courses
<p>Opportunities:</p> <ul style="list-style-type: none"> • Expand partnerships for internships and jobs • Expand partnerships for experiential learning • Identify more donors to fund scholarships • Increase marketing and communication • Create affiliation admission agreements with other graduate programs and professional schools • Expand business connections with business leaders to provide mentorship roles • Develop an online application • Expand reputation in Florida and southeastern U.S., starting with Atlanta • Increase alumni engagement • Leverage technology and social media • Leverage BHC Scholars to be ambassadors of the college and honors education • Enhance the value proposition of an honors education • Implement a post-doc teaching and research fellows program at UCF • Establish agreements with local companies, non-profits, and research groups to expand research opportunities 	<p>Challenges:</p> <ul style="list-style-type: none"> • Dual alumni affinity: because BHC students “belong” to other colleges, it affects alumni giving and engagement • Resources to expand breadth of honors courses • Resources to offer additional upper-level honors courses in STEM majors • Resources to incentivize honors thesis chairs • Remaining current in the business world and ensuring that BHC students keep up with changes and are prepared for the challenges in the real world • Limited BHC staff to expand services • UCF perceived as a regional institution



The Plan for the Burnett Honors College

Our Vision

To provide a transformative, vibrant community that fosters academic excellence, interdisciplinary inquiry, and personal growth.

To empower creative problem-solvers who use their talent and passion to address the dynamic challenges of the past, present, and future.



The Burnett Honors College aspires to be a leader in:

- Creating **Inclusionary Pathways** for extraordinary and exemplary students to engage through an honors education and recognizing that inclusion necessitates the understanding that life has many challenges, and students hit their stride at varying points; (UCF goal #1 and #3)
- Recalibrating the value of an **Honors Education** for students from being defined in terms of perks for smart students to one of providing scholars who have the passion and potential with the experiences and development, including a focus not only on lifelong learning but also on the professional and personal wellbeing of scholars, necessary to not only tackle the future, but also fundamentally change it; (UCF goal #1 and #2)
- Reshaping the **National Conversation** surrounding the value proposition of an honors education and honors college by redefining metrics in terms of multi-dimensional student success and tangible outcomes rather than simply GPA and SAT scores. Through the creation of the Council on Honors Education, affiliated with APLU, the goal is to promote, build, and sustain a strong partnership between honors deans/directors and other higher education leaders, such as presidents, provosts, and vice presidents to illustrate the importance of honors scholars in meeting university reputational goals; (UCF goal #1 and #2)
- Enhancing **Partnerships and Collaborations** in the region, state, and nation to include being a pipeline of outstanding talent and contributing to engines of growth. A renewed focus on engaging alumni, parents, and friends of BHC to create opportunities for BHC Scholars through networking and support of college initiatives; (UCF goal #1 and #3)



Tactics, Initiatives, and Goals

Inclusionary Pathways: Our commitment is to access and opportunity for those with the drive, talent and will to succeed. (UCF goal #1 and #3)

- **Undergraduate Research:** Honors Research is an additional entry point into the BHC and attracts an increasingly diverse—both in terms of demographics and disciplines—pool of talented and motivated students into the program. Honors Undergraduate Thesis (HUT) research seeks to be a national model, offering a strong support structure, resources, and an efficient process to help students succeed in their research and gain transferable skills they acquire through research. HUT is proud to share that it had just under 500 participants in the 2019-20 academic year, an increase of 50% in two years. Completed theses are now available worldwide through the John C. Hitt Library. The goals are to incentivize faculty and expand the pool of thesis chairs so every student who wants to participate in HUT has a faculty mentor; increase opportunities and resources for student’s professional development; attract an increasingly diverse student population; expand the disciplines participating in HUT; expand the reach of theses through UCF’s STARS repository (Showcase of Text, Archives, Research, and Scholarship); and streamline processes and make more effective use of technology.
- **Second Year Entry (2UH):** Our commitment to attracting and developing inclusive excellence is exemplified by our newest pathway to University Honors. The BHC recognizes that there are highly talented students at UCF who have the potential to be a part of the University Honors program but were either unaware of the program or did not hit their stride until later. To this end the BHC developed a competitive program for current UCF first-year students to apply for entry to the BHC University Honors program. The 2UH program for FTIC students is consistent with UCF’s mission of access and excellence. The BHC is committed to fostering an inclusive community and the 2UH program further supports this core commitment. As of 2019, currently enrolled UCF FTICs who are nearing the end of their first year and show exceptional academic ability and intellectual curiosity can also apply to join University Honors

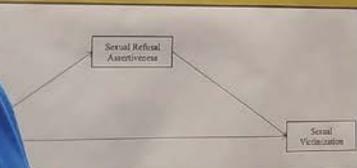
through the 2UH program. BHC admitted its first cohort of 2UH students in Fall 2019. The goal is to have 2UH represent 5% of the incoming BHC university honors class.

- **InSpire Scholars Program:** BHC believes strongly that serving our communities includes providing underserved students in the Orlando region with greater access to the opportunities and benefits of an honors education. BHC InSpire Scholars is a unique, free standing program affiliated with the Burnett Honors College. This program collaborates with Elevation Scholars, a local Orlando foundation, to expand our reach into some of the most socio-economically distressed communities in Orange County. As part of our partnership, in Fall 2020 we admitted our first cohort of BHC InSpire Scholars from Orange County's Title I high schools: Colonial, Evans, Jones, and Oak Ridge high schools. Until donor funded, this will be referred to as the InSpire Scholars Program. The program will initially enroll up to four students each year from Orange County with a steady state goal of 16 students. The long-term goal is to expand into a comprehensive statewide initiative that bridges access and excellence at the University of Central Florida. The statewide program would enroll up to 10 students each year with a steady state goal of 40 students. Representation would be from Title I schools and underserved students from across the state of Florida through key partnerships across the state.
- **Postdoc Teaching/Research Fellows in STEM designed to diversify the professoriate:** The College of Sciences (COS), the Office of Research, the College of Graduate Studies and the Burnett Honors College propose a Postdoc program that provides a unique combination of teaching, research responsibilities, and professional preparation for academic positions. The focus of this program will be to identify, recruit, and develop Postdocs from underrepresented groups. This program supports UCF's diversity goals and HSI initiatives. An examination of the pipeline of advanced degree acquisition among Hispanics at UCF illustrates more needs to be done — Hispanic undergraduate students at UCF: 26%; Hispanic graduate students at UCF: 17%; Hispanic Postdoc Scholars at UCF: 12.5%; and Hispanic Faculty at UCF: 7%. UCF's program would be unique in that it offers a Postdoc the opportunity to teach in all current modalities and media of instruction: small honors, large traditional, hybrid, and online. This mix allows a Postdoc to tailor their experience to the type of institution they are interested in pursuing. The fellows would form a cohort/community and be encouraged to participate in activities in Karen L. Smith Faculty Center for Teaching and Learning and other professional development initiatives on campus (e.g., through Faculty Excellence). A research support group would be created to ensure fellows focus on

both teaching and research. The program proposes the Postdoc Fellows be integrated into the structure of COS to ensure they have a disciplinary home. Fellows would have a research mentor and teaching mentor at UCF, or from a college/university of the type in which they aspire to ultimately teach or do research. Fellows would teach two courses each semester (Fall and Spring) leaving time for developing their research. The term of each Postdoc would be two years with only one additional year term renewal, contingent upon review. The objective is to provide a professional growth opportunity for recent doctoral graduates—not to create permanent instructors. The goals of the program are to increase the number of underrepresented STEM Postdocs at UCF; create opportunities for them to develop teaching skills through a combination of honors and traditional courses; and bridge the instructional deficit in STEM classes.



Sexual anxiety was associated with increased likelihood of all five types of sexual assault via increased sexual refusal assertiveness. These associations did not vary by gender (male vs. female) or race (White vs. non-White).



Analyses were run for each of the following outcomes: unwanted sexual contact, sexual harassment, sexual coercion, attempted rape, and rape.

Abstract Contributions

1. SAS	11:00-11:15
2. SAS - Refusal	11:15-11:30
3. CTO - Refusal Abuse	11:30-11:45
4. Unwanted Sexual Contact	11:45-12:00
5. Attempted Rape	12:00-12:15
6. Rape	12:15-12:30

Direct and Indirect Effects

1. Outcome: Unwanted Sexual Contact	SAS → unwanted sexual contact, $\beta = .002, p = .001, 95\% CI [.001, .003]$
2. Outcome: Unwanted Sexual Contact	SAS → sexual refusal assertiveness, $\beta = .002, p = .001, 95\% CI [.001, .003]$
3. Outcome: Unwanted Sexual Contact	SAS → sexual refusal assertiveness → unwanted sexual contact, $\beta = .002, p = .001, 95\% CI [.001, .003]$
4. Outcome: Unwanted Sexual Contact	SAS → sexual refusal assertiveness → unwanted sexual contact, $\beta = .002, p = .001, 95\% CI [.001, .003]$
5. Outcome: Unwanted Sexual Contact	SAS → sexual refusal assertiveness → unwanted sexual contact, $\beta = .002, p = .001, 95\% CI [.001, .003]$
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Honors Education : Our commitment is to providing scholars with the experiences and holistic development that encompasses not only lifelong learning but also professional and personal wellbeing.

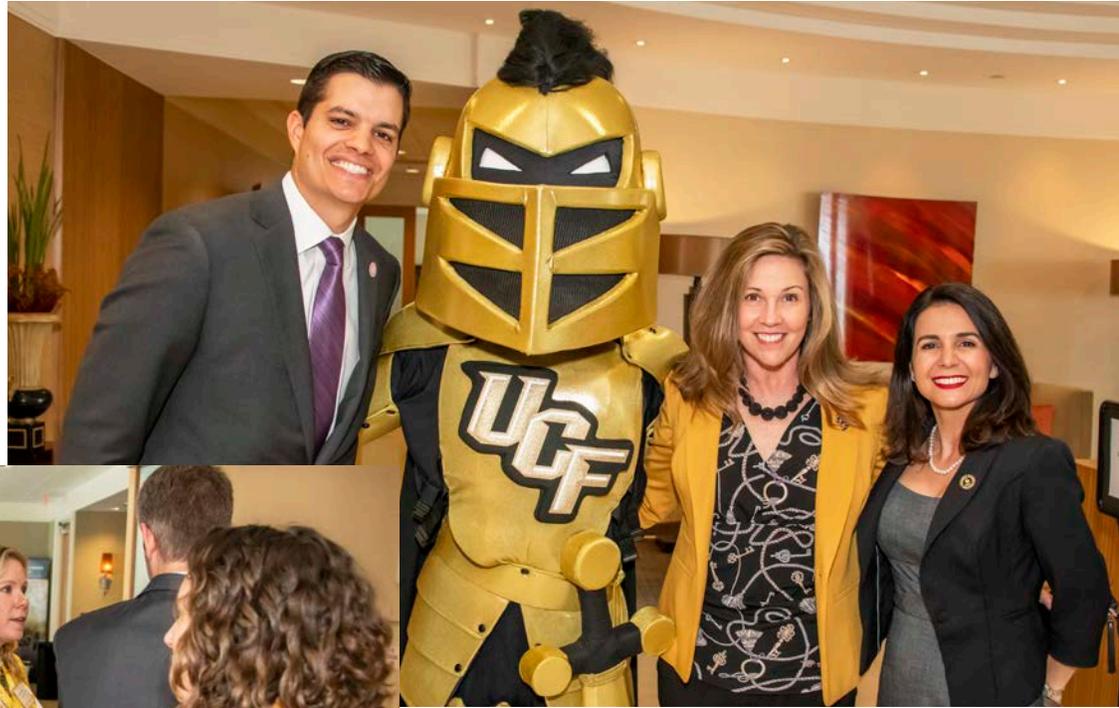
- **TALENT (Transforming Aspiring Leaders through Experience, Networking, and Training):** TALENT is the Burnett Honors College's multi-tiered program to provide students with increasing layers of real-world experiences to supplement their coursework. TALENT introduces BHC Scholars to innovative corporations and provides engaging opportunities for meaningful structured work experiences relating to their field of study. BHC Scholars have direct access to corporations, non-profits, and government agencies. Focused on networking and relationship building, students create LinkedIn accounts and connect to gain access to share opportunities. Additionally, in partnership with employers we are developing a bootcamp/enrichment model that will offer programs of varying lengths to train students in specific skills. We envision a versatile model that moves as quickly as technology moves today. It will build upon the classic skills taught in the academic curriculum; yet it will be a nimbler and more responsive model which integrates education, experience, creativity, and strategy. The goals are to utilize LinkedIn as our main platform for sharing TALENT opportunities; create a Webcourse to prepare students and align expectations; develop a series of workshops with business partners; collaborate with UCF Career Services & Experiential Learning to tailor workshops to the needs of BHC Scholars; increase number of recruiters/companies who seek to engage BHC Scholars as interns and employees; explore virtual internship opportunities; and develop a matrix of employers.
- **CARES (Clinical Activity, Research Experience, and Shadowing):** CARES is an umbrella program for pre-health students to address the co-curricular aspects of applications in the health profession fields such as medical, physician assistant, and physical and occupational therapy. CARES is designed to streamline the application and placement process for shadowing and volunteering in addition to creating connections with professionals in the medical field. The goals are to create a Webcourse to prepare students and align expectations; develop a series of workshops with partners; collaborate with major healthcare organizations to streamline opportunities for volunteering; to create a network of healthcare professionals for scholars to shadow; to tailor workshops to the needs of BHC Scholars; and develop a matrix of organizations.

- **Study Abroad:** BHC supports study abroad through a wide range of scholarships encouraging students to find the program that best fits their needs and passion. BHC is exploring global virtual internships as an option to provide BHC Scholars with an opportunity to engage internationally with employers. BHC will form an exploratory committee to determine the feasibility of global virtual internships and, where possible, will develop a process/protocol. The goals are to ensure each scholar who wants to study abroad can do so, and to create a network of virtual global internships for scholars who cannot travel.
- **ORANGE (Orlando Regional Alliance for Nonprofit Grant-writing Experience):** ORANGE is a partnership program with major Orlando-area foundations designed to develop opportunities for BHC students to intern with nonprofits. The internship experience will allow BHC Scholars to develop grant-writing, data management, and social media skills while giving back to the community. The overall goal is to provide opportunities for scholars interested in not-for-profit sector internships and to collaborate with the UCF School of Public Administration, eventually transferring the program to capitalize on their expertise.
- **Student Programming and Social Media:** Our focus on student programming and social media encourages networking and engagement to foster a deeper sense of community and connections for future success. Honors Congress, our registered student organization, is active in providing students with both community service and social engagement. Based on student input, we will focus on Instagram as a media platform for prospective and current students. To ensure content is fresh, we aim to hire scholar interns to create and develop content. LinkedIn will be our professional platform to engage with alumni and the community. The goals are to effectively share the college's unique value proposition and the achievements of our BHC Scholars and to increase BHC's brand awareness and affinity, both on campus and externally.
- **Events:** The Burnett Honors College hosts a variety of organized events, in addition to informal interactions, to regularly connect with students to check in with them and to ensure their professional and personal well-being. Other activities include a mix of purely social events, such as cookouts, holiday parties, craft-making, family BBQs, and free, nutritious breakfasts every Monday morning. They also include other events such as "Dining with the Deans" and "Chatting over Chai" where students ask questions, raise concerns, or express their needs in a safe, caring environment. The goal is to host at least one BHC college-wide event a month while being mindful of the need for virtual and in-person events.

National Conversation: Our commitment is to lead the national conversation on the importance of honors education and colleges in achieving university reputational goals; (UCF goals #1 and #2)

- **Prestigious Awards:** The Office of Prestigious Awards' (OPA) success is measured every time a UCF student steps onto the global platform and brings UCF's values and excellence to the world's stage. A key challenge is identifying top talent among a student body of 68,000. Success for OPA means providing access to and assistance with highly competitive national and international awards to as many UCF students as possible. By assisting students through the complex application processes without sacrificing the quality or individualization of the support provided, OPA can propel students toward the resources they need to achieve immediate and lasting success. By extending reach to the farthest degree, OPA can ensure that there is balanced representation of UCF's diverse student body. The goals are to develop a more robust network of faculty and staff to assist in identifying top talent. The limiting challenge is the fact that OPA is staffed with a director and one part-time faculty fellow. To reach deep within UCF's student body OPA will need to expand in staff, beyond just creating a network of faculty and staff liaisons.
- **Partnership with APLU:** The Association of Public and Land-Grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. Dean Lynda Coon (from the University of Arkansas), and Dean Sheila Piñeres are leading a group of honors deans in creating an affiliate group of the APLU titled the Council on Honors Education. Membership in this Council is open to deans from the 213 public institutions enrolled in the APLU. The Council on Honors Education held its inaugural meeting in November where participating honors deans explored issues related to honors leadership in public universities. This partnership will provide opportunities for better understanding and appreciation of honors education by our colleagues outside of the honors community. Our immediate goal is to move the Council from affiliate status to permanent membership in the APLU. In so doing, our Council will take its place at the APLU table, where conversations on the most pressing issues facing the leadership of public institutions occur. The goal is to bring C-Suite higher education leaders to the table to understand the impact of honors education to the student, university, and community.

- **BHC Advisory Board:** The purpose of the BHC Advisory Board is to work collaboratively with the dean to achieve the college’s mission and vision; identify strategic connections and resources in the Central Florida community and beyond; participate in the ongoing strategic planning process; explore ways that the college can maximize community involvement; and assist the BHC in cultivation and solicitation of both public and private financial support. The goal is to ensure the membership is diverse from every perspective to guarantee the broadest reach.



Partnerships and Collaborations: Our commitment is to broaden and enhance career opportunities for BHC Scholars through partnerships and collaborations while expanding our reach to meet philanthropic and resource needs. This approach upholds our goal to be the pipeline of outstanding talent contributing to engines of growth in the region, state, and nation.

- **WINGS (Wise Investment iN Graduate Success):** BHC is committed to building intellectual capacity and opportunities for BHC Scholars. WINGS is designed to develop partnerships with universities to facilitate BHC Scholars enrollment in graduate classes and advanced degree programs. Participation in WINGS ensures that BHC Scholars are aware of exciting graduate programs and exceptional funding opportunities. Specifically, this initiative encourages students to take UCF graduate-level classes while they are still undergraduates and receive honors credit. WINGS also introduces students to other university partners across the state and nation that provide preferential access to their graduate programs upon the successful completion of an undergraduate degree with honors. Given the high caliber of BHC Scholars, these external partnerships will be limited to high-quality, nationally ranked R1 universities. The goal is to be a model for developing a pipeline into top graduate programs.
- **New Markets:** BHC is committed to expanding beyond Central Florida. The focus to date has been Atlanta and South Florida. For example, Dean Sheila Piñeres and Dean Michael Georgiopoulos, dean of UCF's College of Engineering and Computer Science, participated in a fire-side chat conversation with selected business leaders from South Florida at an event hosted by Akerman LLP and moderated by Chris Marlin, president of Lennar International and BHC alumnus. The group discussed the challenges and opportunities that careers in STEM-based disciplines present, specifically by focusing on how to promote employment opportunities, reduce talent acquisition costs for employers, and provide quality internships. UCF's leadership showcased the depth and breadth of students and educational programs at the university. This event was an important part of the Burnett Honors College strategy to ensure opportunities for BHC Scholars throughout the state. Approximately 20% of BHC Scholars are from South Florida and 71% of South Florida BHC Scholars are in STEM fields. BHC is a key STEM pipeline for Florida and the southeastern United States. The goal is to expand opportunities for scholars in Atlanta and South Florida through new relationships with companies and universities.

- **Alumni:** BHC has a young alumni base—even younger than that of UCF--providing an optimal source of mentorship for current scholars. Many BHC alumni are already extraordinarily accomplished and eager to share their professional experience with current students and their younger alumni colleagues. LinkedIn was chosen as our platform for a mentorship program. Identifying events that would be of interest to our alumni has required creativity. Our revival of Family Field Day—an event for alumni, parents, and families—complete with a petting zoo, Knightro, Pegasus, and field games was a great success. Nearly 300 people attended this event, and alumni enjoyed bringing their children to campus. Virtual meetings and events might prove promising for others who are not still in Central Florida. The goal is first and foremost to identify, locate, and engage more BHC alumni. Our engagement goal is to create a robust membership in the BHC Scholar Mentor and Alumni LinkedIn groups. A complementary objective is to develop a series of virtual and in-person events for alumni to connect with each other and current scholars.

- **Fund & Friend Raising:** The focus of advancement in the BHC is on engagement, collaboration, internships, scholarships, and foundation grants. BHC funding priorities all center on student support:
 - **Burnett Honors College Dean's Excellence Fund:** provides discretionary funds for student programming and events and to support student efforts for unique opportunities, such as Monday Morning Breakfast, Welcome Back Reception, Reading Room refresh, to name a few.
 - **Burnett Honors College Scholarship:** supports students' needs, allowing them to focus on academic excellence and preparation in addition to pursuing opportunities such as internships, undergraduate research, and service-learning.
 - **Burnett Honors College Research Fund:** supports independent research, enriching the student experience and supporting academic development.
 - **International Service-Learning Fund:** provides support for global awareness and educational enrichment through study abroad.
 - **InSpire Endowed Scholarship Fund:** supports scholarships for students from the most distressed communities creating an unprecedented opportunity to support UCF's intentional strategy of eliminating socio-economic status as a barrier to educational mobility.



In Summary

The Burnett Honors College, which comprises the top students at UCF, is committed to cultivating talent and inspiring excellence. Burnett Honors Scholars are prepared not only to tackle the future, but also fundamentally shape it. They further the university’s intellectual mission and the tenets of the UCF Creed through outstanding accomplishments. Burnett Honors Scholars are synonymous with versatility, agility, and brilliance. The Burnett Honors College is strategically aligned to advance UCF’s goal to be a leading public metropolitan research university. The College has a clear commitment to diversity and inclusion by creating inclusionary pathways for students. The BHC strategic plan: “Cultivating Talent. Inspiring Excellence.” illustrates an array of innovative programs creating avenues for success and being a leader of national conversation on honors education. It is through partnerships and collaborations that the Burnett Honors College will fulfill its mission and strategic plan. As the Burnett Honors College’s reputation continues to grow, so does that of UCF.

Together, through vigorous, open dialogue and a commitment to moving at the pace of change, we will contribute to the engine of growth for the region. This is not about today only. It is about the future and the world we want to leave behind. We have an unparalleled opportunity because we start with students who possess the highest intellectual capacity and we refuse to accept any excuses from them not to live up to their potential. We welcome you to be a part of the Burnett Honors College, partnering with us as we live out this vision. Together we will set the stage for prominence and innovation in ways higher education and society cannot yet imagine.

Cultivating Talent. Inspiring Excellence.





UCF

Burnett Honors College

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