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Wichita State University

Future of Honors Working Group Final Report

Spring 2013

1. Charge and Scope of Work
What is the future of Honors at WSU?  
Honors Working Group

Background and Charge:

The Honors Working Group is convened under the auspices of the Office for Faculty Development and Student Success (to which the current Honors Program reports). The group will meet weekly to discuss the future of Honors and to develop a vision and goals for a residential Honors College at Wichita State. The Working Group will report to the Faculty Senate Honors Committee.

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Schedule of Work: Group discussion, planning, and drafting will build on the work of the 2008 Senate Honors Task Force and will take into account ways in which WSU has changed in the intervening years. A proposed vision and goals will be submitted to the Faculty Senate Honors Committee no later than February 2013. After Committee review, documents will be circulated for discussion across campus.

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences
Elaine Bernstorf, College of Fine Arts
Kimberly Engber, Emory Lindquist Honors Program, Chair
Melissa Mallon, Libraries
Scott Miller, College of Engineering
Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Melvin Kahn, College of Liberal Arts and Sciences
Will Klunder, College of Liberal Arts and Sciences
Andrew Longhofer, Honors Undergraduate Fellow
Gaby Valverde, President, Emory Lindquist Scholars
Possible Meeting Schedule:

**Fall 2012**

10/23  Information about the current Honors Program
       Discuss scope of work and structure for future meetings

10/30  Members report on background readings

11/6   Combined meeting with Faculty Senate Honors Committee: invite Consultant Members

11/13  Working meeting: meeting with Dean Brian Railsback?
       (Note: Larry Spurgeon and Kimberly Engber attend National Collegiate Honors Council 11/14 –18)

11/20  Report on NCHC: Discuss vision and goals; each member comes prepared with a draft

12/4   Combined meeting with Faculty Senate Honors Committee: HNRS 101 student presentation;
       Emory Lindquist Scholars presentation

**Spring 2013**

1/15, 1/22, 1/29  Revise vision and goals

2/5    Discuss vision and goals with Faculty Senate Honors Committee

**Proposed Consultant Members:**

Aaron Hamilton, Admissions
Steve Larson/Katie Austin, Housing and Resident Life
Lyston Skerritt/Nick Messing, Student Involvement
Connie Dietz, Cooperative Education
Scott Wituk, Center for Community Support and Research

This working group is expected to work 2 to 5 hours per week for 6 to 8 weeks. Work of the group as a whole or of individuals within the group likely will include:

- Reviewing the research and findings of the 2008 Wichita State University Honors Task Force;
- Studying Honors Program and College models at peer institutions;
- Reviewing National Collegiate Honors Council best practices;
- Reading relevant articles from NCHC publications ([http://digitalcommons.unl.edu/](http://digitalcommons.unl.edu/));
- Inviting consultant members from the Office of Admissions, Housing and Resident Life, Student Involvement, Cooperative Education and the Center for Community Support and Research to speak about implementation;
- Consulting outside of meeting times with home colleges and departments, the Faculty Senate Undergraduate Research Committee, Honors Program students, Honors Program alumni, etc.;
- Consulting with deans and directors at peer institutions;
- Dreaming;
- Drafting a vision/goals for an Honors College at Wichita State (See, for example: [http://webs.wichita.edu/?u=involvement&p=/About_Us/missionstatement/](http://webs.wichita.edu/?u=involvement&p=/About_Us/missionstatement/));
- Presenting proposal to the Faculty Senate Honors Committee for review and discussion;
- Presenting proposal to the Faculty Senate;
- Supporting open meetings (faculty and staff) to discuss the proposed vision for an Honors College at Wichita State.
What is the Future of Honors at Wichita State?
Director’s Statement
Spring 2013

More than once over the past few months, discussions in the Future of Honors Working Group and the Faculty Senate Honors Committee erupted into rapid exchanges of ideas, possible course topics and community partnerships, and ways to challenge Honors students and engage faculty. So many aspects of our weeks of discussions had to be condensed into words or short phrases in the final document. It seemed sometimes that we could not stop brainstorming, and I take this as a good sign for the future of Honors at Wichita State. It has already begun.

I have spent less than a year as the director of the Emory Lindquist Honors Program and for much of that time have been involved with the committees drafting the Honors College concept document. It has been exciting to learn what Honors is while at the same time imagining what Honors can be at Wichita State. I am writing this statement to try to convey the excitement and to reveal some of the details that emerged in the process of creating the Wichita State Honors College concept.

The Wichita State Honors College will be open to change. At the core of the Honors College will be a curriculum of freshman and sophomore inquiry courses that lead students to Honors tracks with senior capstone experiences. Faculty for core Honors courses will be selected by a competitive process from departments across campus and will work together on course and curriculum design. The curriculum will change as faculty and students change but will remain focused around a shared set of student outcomes. The curriculum will be rigorous and dynamic. Its continual development is one of the most exciting aspects of the new Honors College.

Some faculty have imagined, for example, a set of sophomore inquiry courses (300-level) based around key words and taught each semester by a team of professors: “Empathy” taught by a marketing professor and a psychology professor or “Beauty” taught by an art historian and a bioengineer or “Revolution” taught by a political scientist and a biologist. Any one of these courses would apply toward any one of several interdisciplinary Honors Minors such as Leadership, Integrated Arts, or Sustainability.

One of the most innovative features of the new WSU Honors College and the one element that no other regional program or college currently offers, the Honors Minors will provide students a path through the Honors curriculum without sacrificing the flexibility and freedom of choice that Honors students enjoy. Each minor also may have a corresponding certificate option open to qualified transfer and non-traditional students.

The Wichita State Honors College will have multiple access points. Students will join the Honors College to enjoy all of the benefits of a residential college experience and to receive an Honors College diploma. Through close partnerships with the Office of Admissions and Intercollegiate Athletics, the Honors College residence will be open to general scholarship
students and scholar athletes. Students also will be able to follow the Honors College curriculum even if they do not choose to live in the Honors residence hall. In addition, transfer students and Wichita State students who meet eligibility requirements set by Honors faculty will be able to join the Honors College to pursue an Honors Minor or to follow an Honors major track without pursuing the entire Honors diploma curriculum. The committee believes strongly that the Honors College must have multiple access points to best serve the diverse urban community of Wichita as well as to attract more traditional students from outside Wichita. This permeability will be important to the success and growth of the Honors College.

**The Wichita State Honors College will have a strong community.** The Honors College will depend on strong students and student involvement. When I asked current students why they had joined Honors, the majority of them cited their wish to be part of a community. They want to live and learn with people who are highly motivated. They want to go beyond the classroom into the community. They want high-stakes opportunities. Imagine asking these students to run a coffee shop and library in the new residence hall. Imagine engaging them in College governance, urging them to deliberate requirements for the residential College and review curriculum offerings and appeals procedures. Imagine partnering with community organizations to create opportunities for student leadership outside of the campus environment. With strong mentorship, Honors students will become responsible for continually creating the Honors College culture and strengthening the communities within and around it.

The Honors College also will depend on strong faculty from departments working together both within and across disciplinary boundaries. With this consortium model, enrollment growth in the Honors College will support hiring across the university.

The Wichita State Honors College will combine Wichita’s independent spirit and entrepreneurial drive with the ongoing discovery at the heart of academic life. My experience with the committees brought together this Fall and Spring has convinced me that the excitement of cross-disciplinary dialogue, intellectual rigor, and real-world challenges will fuel the Honors College community as long as students and faculty in the Honors College continue to ask, “What is the future of Honors at Wichita State?”

Kimberly Engber
3. Honors College Concept

- Approved by the Faculty Senate Honors Committee on February 26, 2013
- Approved by the Faculty Senate on March 25, 2013
Wichita State University Honors College Concept
Prepared by the Future of Honors at Wichita State Working Group and
Faculty Senate Honors Committee

Concept
A WSU Honors College dedicated to intellectual innovation

Vision
Establish a Wichita State Honors College culture that stimulates intellectual curiosity, welcomes diversity, promotes responsibility, and inspires transformative leadership.

The Honors College will benefit the University by:
- Attracting and retaining academically exceptional and highly motivated students from the Wichita area, the region, the nation, and the world
- Enhancing the recruitment of high-achieving transfer students
- Increasing undergraduate enrollment
- Increasing student-faculty collaboration in teaching, research, and service
- Attracting and retaining high-quality faculty and staff
- Creating compelling connections across disciplines and with the greater Wichita community
- Enhancing the academic reputation of the University

The Honors College will benefit students and faculty by:
- Emphasizing academic rigor along with exploration, creativity, and discovery
- Providing Honors students individualized advising and priority enrollment
- Engaging students in intellectual dialogue and real-world problems
- Facilitating undergraduate research across campus
- Preparing students for top graduate schools, competitive national scholarships, and leadership roles in professional careers
- Supporting interdisciplinary courses and curriculum development
- Serving as a curricular laboratory for faculty to experiment with course design and content

Admissions
Admission to the college will be competitive, based on ACT or SAT scores, high school or college GPA, and essay. Admission and scholarship decisions will be made by an Honors Admissions Committee that may include Honors College staff, Office of Undergraduate Admissions staff, Intercollegiate Athletics staff, faculty, and students. To enhance the recruitment and retention of exceptional students, a substantial number of general university scholarships should be awarded through the Honors College.

Honors College Community
Honors College students will be encouraged to live in the residence hall for their first year at WSU. Students should have the option to live in the Honors College residence beyond the first year. Classrooms and laboratory spaces located in the residence hall will be available to
all Honors College students. This will enhance the opportunities to engage in intellectual dialogue and collaborative research. As one way to create and maintain a rigorous yet supportive learning environment, we envision a common area in the residence hall with a coffee shop and library operated by Honors students and open to all faculty, staff, and students.

**Curriculum Options: Core, Emphasis, Capstone**

As in the current Honors Program, the Honors College core curriculum will be comprised of Honors-only courses that fulfill some General Education requirements. The Honors College will support development of more interdisciplinary, inquiry-based 100-level seminars and 300-level colloquia. Faculty will be encouraged to experiment with team teaching and other methods of course delivery such as intensive pre-session courses.

**Honors College Diploma**

All students who complete the Honors College curriculum requirements and maintain the minimum required GPA will receive an Honors College diploma. The Honors College degree will require 9 to 12 credits in Honors-designated General Education courses and either a 12- to 15-credit interdisciplinary Honors minor or Honors major track that includes a capstone project or research experience.

**Honors Minor or Honors Major Tracks**

Academic departments will continue to offer departmental Honors tracks that culminate in a thesis, creative project, or experiential learning project. Colleges might develop interdisciplinary or interprofessional Honors tracks. Honors Minors may include: Leadership, Sustainability, Global Transformations, and Integrated Arts.

Students who complete an Honors minor or an Honors major track will receive a transcript designation. Minor curricula will be developed by Honors Faculty Fellows in consultation with an Honors Student Advisory Council.
Proposed Timeline

Phase One: Spring 2013
- Present Honors College Concept Working Document to Faculty Senate in March
- Consult Provost and Associate Provost
- Convene Student Advisory Council
- Select Honors Faculty Fellows to develop first Honors Minors
- Convene Honors Admissions, Recruitment, and Scholarships Task Force
- Convene Honors Residential Life/Co-Curricular Task Force

Phase Two: Fall 2013 and Spring 2014
- Recruit first Honors College class: goal of 100 new students
- Search and hire the Honors College Dean
- Submit Honors Minor curriculum proposal(s) to appropriate college and university curriculum committees
- Determine additional faculty and staff needed to support first Honors College class

Phase Three: Summer/Fall 2014
- Welcome first Honors College class
- Open new Honors living-learning community
- Launch first Honors Minor(s)
- Continue Honors College curriculum development
- Integrate Honors Program students into the Honors College curriculum
- Target a national scholarship such as Fulbright, Goldwater, Rhodes, or Truman and create plan to increase submission and acceptance rates

Phase Four: Spring/Summer 2015
- Recruit second Honors College class: goal is to increase total Honors College enrollment to 400
- Hire Honors Academic Advisor(s)
- Search and hire Assistant/Associate Dean
Appendix I: Basic Characteristics of a Fully Developed Honors College

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.
9. The curriculum of the honors college constitutes of at least 20% of a student’s degree program. The honors college requires an honors thesis or honors capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student’s final transcript, or other similar actions.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.

Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010.
Appendix A.

Agendas and Minutes
What is the future of Honors at WSU?
Honors Working Group
October 23, 2012
3:30pm-4:45pm, LH 418

“Global-class education with world-class faculty…” President John Bardo

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences
Elaine Bernstorf, College of Fine Arts
Kimberly Engber, Emory Lindquist Honors Program, Chair
Melissa Mallon, Libraries
Scott Miller, College of Engineering
Jeremy Patterson, College of Education
Trisha Self, College of Health Professions
Larry Spurgeon, School of Business
Melvin Kahn, College of Liberal Arts and Sciences
Will Klunder, College of Liberal Arts and Sciences
Andrew Longhofer, Honors Undergraduate Fellow
Gaby Valverde, President, Emory Lindquist Scholars

AGENDA

I. Welcome and Introduction of Working Group
   a. Inviting Consultant Members
   b. Connections across campus/colleges

II. Background and Charge: What is the future of Honors at WSU?
   a. Discuss Background and Charge of current group
   b. Review Background and Charge of 2008 committee
   c. Discuss: What, if anything, has changed since 2008?

III. Schedule of Work
   a. Background reading assignments
   b. Other work?

IV. As May Arise

I have great faith in a seed. Convince me that you have a seed there, and I am prepared to expect wonders. Henry David Thoreau
Summary of Discussion

Questions Raised

What discussions took place in the past? (2008 Task Force Recommendations)

What discussions are taking place around the university now? (Athletics)

What models exist for research and scholarship?
   - Study Abroad
   - McNair

What is Honors at WSU?
   - Is Honors a set of courses or a philosophy?
   - When should an Honors College start?
   - To ask students: If there had been a residential Honors College when you started, would current model of Honors Program work?
   - How open should the College be? Scholarly and creative?

What should we look for as we review other models?
   - Single track or multiple paths: E.g. KU admits transfers but limits number
   - Gen Ed: Mandatory or Flexible
   - Course-based
   - Research
What is the future of Honors at WSU?  
Honors Working Group  
October 30, 2012  
2:30pm-3:20pm, LH 417

“Global-class education with world-class faculty…” President John Bardo

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Invited Members:
Moriah Beck, College of Liberal Arts and Sciences  
Elaine Bernstorf, College of Fine Arts  
Kimberly Engber, Emory Lindquist Honors Program, Chair  
Melissa Mallon, Libraries  
Melvin Kahn, College of Liberal Arts and Sciences  
Will Klunder, College of Liberal Arts and Sciences  
Andrew Longhofer, Honors Undergraduate Fellow  
Scott Miller, College of Engineering  
Jeremy Patterson, College of Education  
Trisha Self, College of Health Professions  
Larry Spurgeon, School of Business  
Jacqueline Weber, Emory Lindquist Scholars Representative

I. Introductions

II. Old Business

III. New Business
   a. Inviting the Provost and Associate Provost
   b. Brainstorming: making a case for change¹
      i. Review of last meeting ideas
      ii. An approach used for capital campaigns: What would each group say about the current program and new college? Constituents (students and faculty), Supporters (alumni and community), Skeptics, Unaware

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¹ “The vision constitutes a future image of the organization as efficient and effective and includes a picture of how the world (your client, environment, population served) would be changed if your purpose were accomplished.”

http://www.zimmerman-lehman.com/capital.htm
c. Honors College Models
   i. Honors Undergraduate Fellow Report: A few key points
   ii. Western Carolina and South Carolina
   iii. Questions and plans for next meeting
What is the future of Honors at WSU?
Honors Working Group
October 30, 2012
Minutes

Members Present: Moriah Beck, LAS; Elaine Bernstorf, Fine Arts; Kimberly Engber, English/Emory Lindquist (Group Chair/Facilitator); Mel Kahn, LAS; Will Klunder, LAS; Melissa Mallon, Libraries; Scott Miller, Engineering; Jeremy Patterson, Education; Trish Self, Health Professions; Larry Spurgeon, Business

I. Introduction
II. Old Business
III. New Business
   a. Inviting the Provost
   b. Brainstorming: a case for change
   c. Models of Honors Colleges

The meeting began with Kimberly Engber introducing herself and referring to the group’s charge. She invited members to introduce themselves to each other later, and she moved immediately into the agenda items, citing the limited time available for discussion.

Kimberly Engber told the group that the Provost and Associate Provost had requested a meeting with the group. After discussion, the group agreed that it would be useful to have the Provost provide additional context for the President’s comments. It was agreed that Kimberly Engber would invite the Provost and Associate Provost to the next meeting on November 6th. Kimberly reviewed questions raised at the last meeting. She then mentioned a structure for brainstorming during a capital campaign that might work for future meetings. This approach asks group members to consider four different groups and what each would say about the program/college: Constituents—faculty/staff/students; Supporters—alumni and community; Skeptics; Unaware.

New Business: Models of Honors Colleges

Andrew Longhofer summarized his research report “Honors College Models in Practice,” available on the new Honors Working Group Blackboard site. He listed changes to the Honors Program since the 2008 report, including: new course development—service-learning and study abroad (Paris course cancelled due to low enrollment); raising admission standards to 27 ACT or 3.7 High School GPA; formation of Emory Lindquist Scholars student group—members are required to participate in three events (service, social, or academic) during a school year and maintain a 3.0 GPA; collaboration with Center for Community Support and Research to create interdisciplinary internships and leadership curriculum.

Andrew then reported best practices at some representative colleges. He noted that he had tried to understand three elements of each Honors College: Administrative Structure, Curriculum, and Student Experience. He then talked about University of Maryland. Maryland does not require a separate application to the Honors College. A committee reviews all applications to the university. Elaine Bernstorf asked who served on the committee. Andrew believes that this is a faculty committee. Honors College students participate in living-learning communities, each of which is organized around an issue or question that establishes a curricular track for the students. Maryland requires all Honors students to complete an Honors thesis. To show the range of models/practices, Andrew also mentioned University of Oregon. The University of Oregon requires a separate application to the Honors College. Approximately 200 out of 2000 students who apply are accepted each year in Oregon’s Honors College.

Elaine Bernstorf asked Andrew if he had noticed how many colleges follow course-based curricula and how many have created outcomes-based programs. She wondered about the limitations of a “school within a school” model followed by many colleges. Kimberly Engber suggested opening the discussion to allow others who had looked at models to answer this question. Discussion turned from specific practices to more general ideas when Scott Miller suggested that the group may be jumping ahead. He posed the question: What do we want? He asked the group to imagine that other colleges would be looking to Wichita State’s model in future.
Several ideas emerged from general discussion of this question: an outcomes-based program of study that would allow students in creative disciplines some flexibility; Great Books or classics curriculum; core courses such as those taught at Columbia or University of Chicago; student involvement to create community; student advisory group; one-on-one work with faculty. Kimberly Engber commented that she though many of these ideas involved treating undergraduate students as colleagues and future colleagues. Kimberly asked the group to talk about next steps.

At Scott Miller’s suggestion, the group agreed to come to the next meeting with ideas in answer to the question: What do we want?

Group adjourned at approximately 3:40. Next meeting: November 6, 2012.
What is the future of Honors at WSU?
Honors Working Group
November 6, 2012
Brainstorming

BOARD ONE
- Gen Ed – a little or a lot left?
- Coexist with major and other activities
- Is residential experience = Honors
- 1st year dorm?
- 1st and 2nd year seminars in dorm
- More than academic
- More community
  - Safe to develop as leader and scholar
- Not more course requirements
- Network
- Leadership – shy students need development
- Community service
- More student involvement
- Peer support – time management, study skills
- Beyond Great Books
- Minor
- Certificate
- Honors Program within Honors College
- Story within the story
- Create culture = creates itself
- Elite
- Rigorous admission application
- Contract
- PATHS
- Flocks
- Aerospace track paths:
  - Enhanced coursework
  - Research
  - Teaching

BOARD TWO
- Goal: local recruitment and local retention
- Program (Note: corresponds to Western Carolina’s College) = curriculum
  - Courses
  - Small class sizes
  - “Honors” on transcript
  - Research project
  - Creative project
  - Community project
- College (Note: corresponds to Western Carolina’s Path) = community
  - Advantage of environment
  - Priority enrollment
  - Study space and computer
  - Personalized advising
- BUDGET
- ADVISING
- SPACE
- Q: What do Honors student do when they graduate? world-class grad program; grants and scholarships; employment; community leadership
Meeting Minutes: Faculty Senate Honors Committee
Meeting Date & Time: November 13, 2012 3:30-5:00 p.m.
Present: Holger Meyer, Elaine Bernstorf, Larry Spurgeon, Will Klunder, Mel Kahn, Kimberly Engber, Trisha Self
Absent: Yanwu Ding, Gemma Blackburn

This meeting was held in conjunction with the Honors College Working Group. The purpose of the meeting was to update the Honors Committee on the progress of the Honors College working group, obtain feedback from the Honors Committee, and to hear a presentation from Aaron Hamilton, University Admissions.

Aaron spoke about programs the Admissions Office has in place to recruit high achieving students to WSU. He also discussed how this process interfaces with the Honors College working group mission. The committees discussed additional recruitment and program planning ideas with Aaron.

The next meeting of the Honors College working group will be held on November 27, 3:30-5:00. The next meeting of the Honors Committee will be held on December 11, 2012, 3:30-4:30.

Submitted by Trish Self
What is the future of Honors at WSU?
Honors Working Group
November 27, 2012
3:30pm-4:45 pm, LH 200/LAS Boardroom

Agenda:

I. Introduction: some miscellaneous matters (Engber)
   a. Undergraduate Research – initiated by President Bardo, administered by ELHP
   b. WSU Campus Read – initiated by Student Involvement, participation by ELHP
II. Report on NCHC conference (Spurgeon and Engber)
III. Drafting a Vision/Mission/Goals for WSU Honors College
IV. As May Arise

Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Reminder of Meeting Schedule:

Fall 2012

12/4? Consultant Member meeting: Housing, Athletics, Dean’s Scholars, Mortar Board

12/11 Combined meeting with Faculty Senate Honors Committee: HNRS 101 student presentation; Emory Lindquist Scholars presentation; Student Involvement (Leadership); Director’s Report

Spring 2013

1/29 Review revised vision and goals

2/5 Present Draft Proposal to Faculty Senate Honors Committee
Charge: Imagine that in two years you are looking in the window of a new residential Honors College on campus. What do you see? How did we get there? How has the residential Honors College contributed to the quality of life and learning for Honors students and faculty and for the WSU community as a whole?

Agenda:

I. HNRS 101 student project presentation (10-15 minutes)
II. Director’s Report
   - Recruitment: How can faculty get involved?
     o McGregor Scholarship Committee January-February 2013
   - UG Research: new student opportunities, new staffing?
   - Oklahoma State Visit: February 15, 2013?
   - Great Plains Honors Conference 2013: Connecting in a Digital World (April 5-7, West Texas A&M)
III. Discussion: “Developing the WSU Honors Community: An Initial Sketch”
IV. Determine spring 2013 Honors Committee meeting schedule
Wichita State University
Future of Honors Working Group Final Report
Spring 2013

Appendix B.
Conference and Site Visit Reports
Report on National Collegiate Honors Council Conference
Boston, MA
November 14 – 18, 2012

Attendees
Kimberly Engber
Larry Spurgeon

Events/Sessions Attended
- Retention in Honors: GPA High or Low (Spurgeon and Engber)
- Developing Your Honors Mission (Engber)
- Developing the Honors Community (Spurgeon)
- What is the “Honors” in Honors Study Abroad? (Engber)
- Honors Curriculum Development (Spurgeon)
- Honors Housing (Engber)
- Best Practices: Strategic Planning (Engber)
- Consultation with Chris Frost (St. Joseph’s College, NY), and Tim Hulsey (VCU): international experience; transitioning to an Honor’s College (Spurgeon)
- Engaging Students in the Study of Climate Change and Sustainability (Spurgeon)
- Consultation with Barry Falk, James Madison University): leadership, honors curriculum (Spurgeon and Engber)
- Meeting with Brian Railsback, Western Carolina University): student advisory council, staffing (Spurgeon and Engber)
- Best Practices: Annual Reports (Engber)
- Honors to Honors: Transfer Students (Spurgeon)
- Faculty Poster Sessions: Interdisciplinary Honors Seminar—Literature and Medicine; Honors Colloquium; Entrepreneurship (Spurgeon and Engber) [See Appendix]
- Honors Citizens, Curricular Structures, and the Service-Learning Revolution (Spurgeon)
- Lunch with Lopamudra Basu, U Wisconsin—Stout: honors at polytechnic university; staffing (Engber)
- Research Apprenticeship for Social Sciences, Humanities and Arts (Spurgeon)
- Role of Newly Established Honors College in an Emerging Research Institution (Spurgeon)
- Student Panel: Honors Housing—Eastern Kentucky U (Engber)

Highlights

MISSION/VISION/STRATEGIC PLAN

The several panels about vision and mission emphasized pragmatic goals and concrete achievements. Panelists posed the following useful questions:
Do you know what your university and program do well/best?
Why does Honors exist on your campus?
What is the picture of a future that guides everyone involved with Honors?
How do you know whether or not you are fulfilling your mission or meeting goals?
What have honors students learned/gained that others haven’t?
What newspaper headlines about honors student, program, or alumni accomplishment do you imagine?

One of the best examples of goals and concrete ways to meet them came from Loyola Marymount: students are required to submit a senior portfolio that includes a personal statement for either a postgraduate grant application or a graduate school application.

Many Honors Programs/Colleges aim to support undergraduate research, promote professional development, and develop confidence. The Director of Honors at Eastern Kentucky emphasized the importance of student travel. EKU devotes a significant portion of the Honors budget to conferences and other domestic travel opportunities. For many Honors Programs, students must fulfill a “beyond the classroom” requirement through study abroad, internship, or service learning.

IMPLEMENTATION AND CURRICULUM

Consultation sessions with directors provided the most useful information about implementation and curriculum. Larry Spurgeon met with Chris Frost of St. Joseph’s College (NY) and Tim Hulsey of Virginia Commonwealth University. VCU has a very interesting program and Tim led the transition to an Honor’s College. We both met with Barry Falk of James Madison University and were impressed by the service-learning and leadership components of JMU’s program. Courses are created and facilitated by Honors Faculty Fellows. The program is governed by a separate Steering Committee and a Student Board.

JMU also has the “Honors Minor,” with four areas of emphasis: Leadership, Service, Global Studies, and Research. We were impressed by this system because it addresses the upper division requirements and enables students to engage in service and experiential activities to satisfy some of these requirements.

HOUSING

Wright State University (1100 Honors students; 60% of all 1st-year students live on campus) recently completed a three-wing 384 bed Honors Hall. It contains a coffee shop, convenience store, hair salon, one honors faculty residence, one computer classroom and one standard classroom. Separate Living-Learning Community floors are focused around themes/areas of inquiry, including: pre-medical, justice/community, international, and service. Upper-level
Honors students serve as Resident Advisors and work to maintain interaction between residence and program with on-site events, some open to all Honors students.

A few key questions and strategies emerged out of various discussions about Honors housing:
- Do Honors students benefit most from isolation or should they promote a wider intellectual/social community?
- How can housing balance a need for dedicated study space and the benefit of integrating students into the campus community?
- Involve students in housing design and community maintenance, e.g. Eastern Kentucky and Western Carolina have active student advisory councils; students set residence requirements and plan events
- Restrict housing scholarships to on-campus housing for 1st year (i.e., scholarships are not portable to off-campus accommodation for 1st year students)

TRANSFER STUDENTS

The University of California-Irvine discussed a new program to grow the number of transfer students in Honors. There are two ways: First, through its “Honors to Honors program” UCI has agreements with 14 community colleges which have Honors programs and students who complete those programs and have a 3.7 GPA are guaranteed admission into both UCI and the Honors program. Second, any student at UCI can apply to enter Honors with a 3.5 GPA (and meet the normal requirements). The program has been successful in establishing a genuine community for the 30 or so transfer students in Honors, but they have not had much success integrating the transfer students with the Honors students who began as freshmen.

The Take Away: Some Things We Should Think About for WSU

- National Scholarship Office (and an Honors research coordinator)
- Student Advisory Council
- External Board
- Honors Minor (See James Madison and U Southern Alabama)
- Faculty competition for HNRS seminar topics/Alternative Gen Ed courses— (See also “Beyond Great Books” NCHC Journal)
- Faculty awarding/administering all scholarships for high-achieving students
- Coherence across department honors tracks
- Beyond the classroom experience
- Staffing
- Budget
- Honors students as campus leaders in scholarship, service, creativity, sustainability
Kansas State University Honors Program
Meeting with Director, Dr. Steve Kiefer on January 18, 2013
Submitted by Moriah Beck

History
- Created in 2006 and still under revision
- Same problems we face regarding centralization of an honor program/curriculum
- Replaced several school/departamental honors programs

Enrollment/Admissions
- Admission requirements: HS GPA>3.75, ACT>28
- Admit everyone who applies at this point
- Many students don’t join HP because they already have a lot of the requirements from HS classes
- Entering freshman HP class ~220
- Currently ~700 total students
- Only ~15% matriculate through all requirements of HP

Program Requirements
- Maintain 3.5 GPA (also holds for transfer students)
- Register for 020 University HP (0 credit) to keep track of students in HP; doesn’t really work all that well because students don’t register…incentive to get priority registration.
- 15 credit hours: 7 University level and 8/9 in college
  - Intro to HP (1), University honors courses, or honors sections of required courses or elective seminars
  - Capstone honors project (2-3), college honors courses, service learning, study abroad
- Course requirements are clearly defined:
  - Structure – small, interactive environment, majority HP students
  - Content – learn the scholarship behind the disciplines core principles, contemporary primary sources, seminal papers, and discipline-related examples should be emphasized
  - Process/assessment – greater responsibility for the process of learning is placed on students, active, collaborative learning, assignments should stress theory, analysis and synthesis of principles, concepts, and applications
- Each semester several 300 level honors sections of courses specifically designed for HP
- Also allow service learning opportunities, study abroad, and other courses not restricted to honors enrollment, but “contracts” must be in place beforehand
- New requirements:
  - Leadership/professional development units – require 4 PDUs
  - Examples: summer professional internship, co-op experience, student organization leadership position, graduate coursework, modern languages, study abroad or national student exchange

Community
- Co-ed dorm, not everyone required to live here
- Retreat before semester starts, only room for 50 students
- Coffee and donuts with Director 3-4 times a semester
- Not emphasized
- No conferences attended
- Capstone presentations
Wichita State visitors
Rachel Kimmich, Human Performance Studies
Sharon Long, Math
Bethany Tyndall, Secondary Education
Andrew Longhofer, Honors Undergraduate Fellow, Creative Writing/French
Gaby Valverde, President, Emory Lindquist Scholars student society, Engineering/Finance
Bill Vanderburgh, Executive Director, Office for Faculty Development and Student Success; Philosophy
Kimberly Engber, Director, Honors Program; English
Larry Spurgeon, Faculty Fellow in Business Ethics, School of Business
Elaine Bernstorf, Professor, School of Music, Music Education

1:00-1:25 — 003 Old Central (basement classroom) — Initial meeting with Bob Spurrier (Honors College Director) and Jessica Roark (Honors College Assistant Director)

1:30-2:15 — 003 Old Central (basement classroom) — Meet with Ebonie Hill-Williamson, McKenzie Mohler, and Brent Ladd (Honors Advisors)

2:30-3:15 — 201 Old Central (Assembly Hall) — Meet with HONR-prefix Course Faculty Edward Jones (English) [Tentative], Doren Recker (Philosophy), Priscilla Schwarz (Art), Chris Weimer (Spanish), Perry Gethner (French), Joel Jenswold (Political Science & International Studies), Chelo Tenorio (Spanish), Mark Weiser (Associate Dean, Spears School of Business, and member of University Honors Council who cannot attend 3:30 session because of class)

3:30-4:15 — 003 Old Central (basement classroom) — University Honors Council and University Student Honors Council Members — Edward Jones (English) [Tentative], Mikala Anderson (Education, Athletic Training major), Jessica Branstetter (Arts & Sciences, Microbiology major), Lauren Foley (Arts & Sciences, Zoology major), Emily Jones (Human Sciences, Nutritional Sciences major), Jessica Roark (Honors College), Bob Spurrier (Honors College)

4:15 — 003 Old Central — Concluding meeting with Bob Spurrier (Honors College Director) and Jessica Roark (Honors College Assistant Director)
Appendix

C. Honors College Models in Practice
Purpose and Charge

In speeches across campus this fall and most recently in his inaugural address, University President Dr. John Bardo referred to the positive impact an Honors College can make on a public university. To inform the discussion about the possible structure and function of a residential Honors College at Wichita State University, this document reviews the following:

- Recommendations of the 2008 Wichita State University Honors Steering Committee
- Best Practice recommendations by the National Collegiate Honors Council
- Models for administration, curriculum, and student experiences offered at several institutions across the United States.

Honors Steering Committee 2008

In 2008, Provost Gary Miller and Associate Provost Keith Pickus charged a group of faculty, administrators, and students to review the Emory Lindquist Honors Program and make recommendations for Honors moving forward. Their work reviewed the Honors offerings at other urban-serving institutions, surveyed Wichita State students and faculty members, solicited recommendations from community and business leaders, and reviewed literature regarding trends and best practices associated with curricula, community involvement, and student experiences, both specific to Honors and generally throughout higher education.

Steering Committee Recommendations

The Honors Steering Committee submits its recommendations in two principle documents: “Principles of a Model of Excellence Honors Program” and “Traits of a Model of Excellence Honors Program.” These documents are summarized below.

Principles of a Model of Excellence Honors Program

“Principles of a Model of Excellence Honors Program” clarifies the vision and mission of the Emory Lindquist Honors Program moving forward. This vision includes:
• Reaffirming the University's mission as an urban-serving research institution
• Equipping high-achieving students to "contribute to creative and practical solutions [to complex local, national, and international] problems through individual and collaborative research"
• Providing high-achieving students with "an academic climate that fosters rigor, respect, and responsibility"
• "Emphasizing active learning" through formal and informal collaboration between students and with faculty in the context of a "flexible, rigorous, and interdisciplinary" program
• Considering "work and life experience, volunteer service, and other activities [and] interests" identified in an application essay into account for admission
• Offering "scholarships and other resources not available to the majority of the campus"

This vision would be executed by a curriculum with the following desired outcomes for students:
• "A keen awareness of how to be an engaged citizen" via a "deep knowledge about local and global issues of major importance"
• "Advanced skills in research, writing, and oral communication"
• Growth in "teamwork and leadership"
• Experience with "independent and collaborative learning" and "creative and innovative problem solving"
• "Opportunities to serve the community [and] travel"

Traits of a Model of Excellence Honors Program

"Traits of a Model of Excellence Honors Program" identifies ten areas of growth for the Emory Lindquist Honors Program:
1. Visibility on campus and in the community
2. Social and intellectual networking between students, faculty, admissions representatives, and advisers
3. Community engagement through for-credit service learning, cooperative education and internship, or research experiences
4. Interdisciplinary learning through non-traditional and innovative learning models
5. Opportunities for detailed research both individually and in groups;
6. Development of leadership skills through curriculum, guest lecturers, and extra- and co-curricular activities
7. Flexibility and participation to allow traditional, transfer, and returning adults equal access to Honors education
8. Attractive and varied benefits and rewards including access to engaging programming and educational opportunities, at lesser cost than they may be available otherwise
9. Rigor and selectivity both for students in the program and the faculty who will work with them

10. Sustainability through dedicated funding streams, affiliation with and accountability to the University’s academic centers and programs with emerging or established reputations, and a significant initial investment to launch such ambitious plans

**Changes to the Emory Lindquist Honors Program Since 2008**

The Faculty Senate accepted changes to the Honors Program eligibility and course requirements in Spring 2010, which have been implemented for all students beginning the program in catalog year 2010-11. Students applying to the program must have earned either a 3.7 cumulative GPA in high school or a 27 composite score on the ACT and must complete two essay components to their application. An Honors student is expected to enroll in three hours of Honors credit per academic year and to maintain a minimum cumulative GPA of 3.00. Graduation from the Emory Lindquist Honors Program requires completion of 12 hours of 100- to 200-level Honors credit and 12 hours of 300-level or above Honors credit. Six hours of the upper-division coursework is fulfilled by HNRS 385 Advanced Academic Writing and HNRS 485 Honors Research Seminar. Students may also fulfill their upper-division requirement through completion of an honors track coordinated by their academic departments.

The Honors Living-Learning Community emerged from the Honors special interest floor at Fairmount Towers in Fall 2010. In 2010, HLLC students participated in the newly-formed HNRS 101 Introduction to the University course. The HLLC currently expects students to maintain Honors eligibility standards, complete one course for Honors credit per semester, create a degree plan in coordination with the Honors Director, and participate in one social, community service, or academic event coordinated by Honors during the academic year.

In Fall 2011, HNRS 101 was included in the WSU 101 course structure and served 14 Honors students, including HLLC students and Dean's Scholars. In Fall 2012, three students enrolled in HNRS 101 and were therefore included in a Liberal Arts and Sciences section of the course and given an additional Honors research component to the course. The Honors seminar course opportunities have varied. These included a course on cosmology, Honors sections of ENGL 101 and 102, a service learning course that included regular travel to study and assist in the redevelopment of Greensburg, KS, and an upper-division theater literature course. Other courses have been offered, including a course focused on the 2012 Presidential election and a course on 19th Century Paris with a mandatory travel component, but these courses have been cancelled due to low enrollment.
Additionally, individual cooperative education and team-based internship opportunities through the Center for Community Support and Research have been made available, and while few students have enrolled, the relationship between Honors and the CCSR is growing stronger. An example of this growing relationship is the Honors Leadership Academy curriculum designed in 2012. Though this program has not been implemented, it remains an exciting opportunity for further collaboration between Honors and the CCSR in the future.

In July 2012, Dr. Kimberly Engber, Associate Professor of English, was appointed 0.75 FTE as Honors Director, an increase from the previous 0.5 FTE appointment for the position. She is assisted by a 0.50 FTE administrative assistant and a student employee working approximately 20 hours per week. This Honors Undergraduate Fellow serves as the Peer Leader for the Honors section of WSU 101, assists in the planning and execution of Honors programming and events, and represents Honors to prospective students. The Emory Lindquist Scholars convened in Fall 2011 as an Honors student organization growing out of the one-time Honors Society. ELS has identified the need for additional social, academic, community service, and leadership opportunities for Honors students and strives to provide these experiences to complement ELHP curriculum and activities.

**Best Practices and Models for Administration**

The National Collegiate Honors Council approved two documents in 2010 to articulate their best practice recommendations to its member institutions: "Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College." These documents outline the following recommendations for administrative and governance structures:

**NCHC Best Practice:** an Honors College should occupy a **specific, meaningful, and independent place** within the institution with a mandate that is clearly articulated in a **mission statement** or **charter document**.

**Oklahoma State University**

The Honors College mission statement is a full page and is prominently available in the Honors College Policy and Procedures document. It outlines the following as the critical functions of the Honors College:

- Communication about requirements, benefits, rewards, student achievements, and opportunities to the University and to the public
- Admitting students, keeping student records, advising students, and certifying students’ completion of the Honors curriculum
- Coordinating Honors courses, both as standalone seminars and as sections of courses offered by the other colleges
- Promoting research culminating in the presentation of an Honors thesis
- Maintaining the facilities and resources available to Honors students
- Participating in the activities of the National Collegiate Honors Council and the Great Plains Honors Council

**University of Maryland**
The mission statement is a paragraph available on the Honors College website. It emphasizes:
- An academically enriched and intellectually challenging program for students with exceptional academic talents
- An intellectually stimulating, diverse, and inspiring community
- Curriculum choice and freedom, complemented by effective advising
- Broad scholarly, research, internship, artistic, international, service, and other experiential opportunities
- Building foundations for personal and professional growth

**University of South Carolina**
The mission statement is a paragraph available on the Honors College website. It emphasizes:
- A superlative undergraduate education for academically gifted students
- A focus on the individual educational needs, abilities, and aspirations
- The full resources and academic depth of a comprehensive research university
- Developing innovative approaches to undergraduate education
- The belief that each individual student matters and that each deserves a program of study which fits his or her individual goals and needs.

**NCHC Best Practice**: the Honors College should be administered year-round by a full-time **dean** who reports to the **chief academic officer**, supported by a **standing committee of faculty members** and should assure **Honors students a voice** in governance and direction, possibly through service on an advisory/policy committee as well as constituting a group that governs the student association. The Honors College may be involved in **alumni affairs and development** and may have an **external advisory board**.

**Oklahoma State University**
The Honors College is governed by the following committees:
- The University Honors Council, composed of faculty members proportionally representing the other academic colleges and chaired by the Director, responsible for submitting all policy and curriculum proposals to the Provost for final approval
• The University Honors Student Council, composed of Honors students proportionately representing the other academic colleges, responsible for advising the University Honors Council on student concerns and attitudes regarding common issues and planning events for the Honors College

Appeals to dismissal from the Honors College are heard by an appeal board formed by the University Honors Council plus two members from the University Honors Student Council.

University of South Carolina
The South Carolina Honors College is governed by several committees:
• The Policy Committee oversees Honors College policies, procedures, and activities.
• The Curriculum Committee oversees Honors College curriculum and academic requirements.
• The Committee on Scholastic Standards and Petitions hears all cases of student conduct, academic dismissal, and appeals relating to Honors students.
• The Committee for Scholarships and Grants hears all applications for undergraduate research fellowships and academic scholarships the Honors College awards.
• The Student Honors Council plans events and advises the dean on Honors student attitudes and concerns. Its president serves on the Policy Committee, Curriculum Committee, and the Committee on Scholastic Standards and Petitions.

Western Carolina University
The dean of the Honors College is advised by two committees:
• The Honors College Board of Directors is composed entirely of students and advises the dean on all matters and policies including Honors College admissions, requirements to stay in the Honors College, curriculum changes, Honors classes, scholarships offered by the Honors College, residential facilities and programs, and all social activities. All Honors students are allowed to attend Board of Directors meetings, and positions on the board are appointed by the board and dean.
• The Honors College Advisory Board is composed of distinguished community members. The Dean draws on members' expertise for long-range planning for the Honors College and seeks to enhance educational opportunities for the area through stronger connections to the University.

Alumni Relations and Development
All the Honors College websites reviewed feature a prominent link allowing donors to give to the Honors College directly. Additionally, the following Honors Colleges feature a regular alumni publication and other alumni-focused events and activities:
• Missouri State University
• Oklahoma State University
NCHC Best Practice: the criteria for the selection of Honors faculty should include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of Honors education.

Missouri State University
To teach an Honors course at Missouri State, a faculty member must submit an application to the director, a CV, and a statement of how the course will conform to expectations for the desired outcomes in an Honors course. These expectations include:

- Reading intensive, including primary sources and books and journals that reflect recent scholarship
- Class format should nourish a free exchange of ideas, innovation, and creativity
- Research projects that include critical analysis and/or interpretation
- Tests that require synthesis and critical evaluation in written or oral form of course and reading material
- Faculty who teach Honors courses should not expect a normal distribution of grades, nor should they use norm-referenced grading

University of Oregon
To teach an Honors course at the University of Oregon, a faculty member must submit an application to the dean including a CV, and a description of a public event to supplement the proposed course, and a description of how the course will conform to the expectations for the desired outcomes in an Honors course. These expectations include:

- Discipline-based, but interdisciplinary in scope
- Designed to encourage critical and creative thinking, writing, reading, and discussion
- Pedagogical experimentation and stretching disciplinary boundaries

The Clark Honors College provides the home departments of selected faculty members monetary resources to hire an instructor for the regular courses an Honors faculty member would otherwise teach.
Best Practices and Models for Curriculum
"Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College" also outline the following recommendations for Honors curricula and course structures:

NCHC Best Practice: the curriculum of an Honors College should emphasize **active learning** and **participatory education** and feature **special courses, seminars, and colloquia** in addition to opportunities for students to **participate in conferences, Honors Semesters, international programs, community service, internships, undergraduate research**, and other types of **experiential education**.

**Participatory Learning Components Required**
- Missouri State University: requires at least three hours of cultural competence, civic engagement, or ethical leadership credit; offers up to three hours from study abroad
- University of Maryland: requires internship, civic engagement, study abroad, and/or field studies activities depending on Living-Learning Community concentration
- University of South Carolina: requires at least three hours of undergraduate research, internship, service learning, or study abroad experience

**Granting Credit for Participatory Learning Experiences**
The following universities grant Honors College credit for participatory learning experiences:
- Oklahoma State University: waives some course requirements for students participating in community service, study abroad, internships, leadership experiences, or independent research for credit
- University of Arkansas: study abroad and internships
- University of Missouri: study abroad and independent research
- University of Oklahoma: study abroad, internships, and Honors semesters
- University of Oregon: study abroad, internships, and independent research
- University of Pittsburgh: study abroad and field studies programs
- Virginia Commonwealth University: up to three hours from study abroad; up to nine hours from independent research
- Western Carolina University: study abroad, internships, and community service via Honors contracts
**NCHC Best Practice:** Honors College faculty should feel welcome to experiment with **new subjects, approaches, and pedagogies**. Such efforts in curriculum and pedagogical development can serve as **prototypes** for initiatives that can become **institutionalized across the campus**.

**University of Missouri**

Teaching an Honors class is “what education should be.” Discussions should be stimulating; work should be challenging, both for faculty and for students; classroom atmosphere should be lively, engaged, and supportive.

Honors courses should differ from non-Honors courses in depth and/or breadth of coverage. In many Honors courses, students will explore connections within and among disciplines, as well as the relationship of course material to a diverse global society.

Honors courses should be designed to engage students actively in the learning process. Students in Honors courses should be expected to engage in inquiry, critical thinking, application, synthesis, analysis, and/or evaluation of the knowledge acquired. Students may also be asked to contribute to the design of course assignments or to tailor existing course assignments to reflect their own interests.

Honors courses should encourage students to interact with faculty and with one another, both inside and outside class, as a part of the learning process.

The emphasis of an Honors course should be on increasing the depth and thoughtfulness of understanding rather than on the amount of material covered. Honors students do not need to do more work than non-Honors students; they need to do work that is more appropriate for high-ability, motivated students.

**University of Maryland**

Honors Seminars represent an opportunity for faculty from any discipline to pilot a dream course in Honors, revise it based on what is learned, and continue to offer it as an Honors Seminar and/or take it back to their colleges. They fall into three categories:

- **Contemporary Issues and Challenges:** help students to develop a greater understanding of the critical issues of today's world, gain the knowledge to analyze complex societal and environmental problems, and acquire the skills to contribute to progress
- **Arts and Sciences in Today's World:** prepare students to participate in today's multicultural, global world with cross-disciplinary knowledge, skills, imagination, and empathy
- **World as Classroom:** take students into the community--locally and globally--giving them the opportunity to work hands-on in exceptional government, science, and cultural
settings, to work in dynamic locations, and to work with people in cultures other than their own.

Course descriptions for Honors Seminars set the academic bar high, establish strong, clear reasons why non-majors should be interested, use primary sources and current news sources rather than textbooks, develop assignments closely tied to real-world work rather than in-class midterms and finals, create a culture of attention to analytical, speaking, writing, and quantitative skills, and offer opportunities for students to develop independent and collaborative projects to present their work.

**NCHC Best Practice**: the curriculum of an Honors College should offer significant course opportunities across all four years of study, allow students to satisfy general education, major or disciplinary, and preprofessional or professional training requirements, and constitute at least 20% of a student's degree program.

*Virginia Commonwealth University*
Honors College advising includes helping a student articulate Honors College requirements with general education and major requirements. The Honors College maintains a list for each semester of Honors courses that apply to general education and departmental requirements. If no Honors course is available to complete a general education or departmental requirement, an Honors student has the option to negotiate and outline a detailed plan to incorporate advanced, Honors-caliber work into the course. These contracts must be signed by the student, the instructor, an Honors College adviser, and are subject to final approval by the Honors College dean. No more than six hours of Honors credit may come from Non-Honors to Honors Course contracts.

*University of Maryland*
The Honors College curriculum is intimately tuned to departmental and general education requirements. Students are encouraged to participate in college or departmental honors programs as a means to completing Honors College requirements; this often allows a student's upper-division coursework in his or her major to count toward graduation from the Honors College. Participation in one of the Honors Living-Learning Communities that focuses on interdisciplinary application of major-required coursework serves the same function for the lower-division.

Additionally, if a general education or departmental requirement is not fulfilled by Honors coursework, a student enrolled in a college or departmental honors program may submit an Honors Option contract for approval by the Honors College administration. No student may take more than one Honors Option per semester, and only six hours of Honors credit may be completed through an Honors Option contract.
**NCHC Best Practice**: the Honors College requires an Honors thesis or Honors capstone project.

*University of Arkansas*

The Honors thesis requirement is tailored to a student’s field of study and coordinated by a student's college honors program director in conjunction with the Honors College. Thesis requirements are set by a student's major department and may constitute academic research or creative work, such as an orchestral composition or collection of fiction. Students may receive research grants to support any travel required, may defend the thesis to the thesis adviser, and are encouraged to submit the thesis to an undergraduate research conference or journal.

*University of Pittsburgh*

A thesis is required to graduate with the Bachelor of Philosophy degree from the University Honors College. A student invests significant time in building a relationship with faculty members and selecting a thesis adviser. The BPhil thesis takes several semesters to complete, and a student is eligible to enroll in up to six hours of BPhil thesis credit, coordinated by one of the UHC advisers. The BPhil thesis is expected to exhibit similar quality, depth, and consideration to a Masters thesis and must be defended to a panel of faculty members including a faculty member from another university. Members of the public are allowed to attend the presentation and questioning parts of the defense. After defense, the thesis is submitted to the University's electronic thesis and dissertation database. Students are further encouraged to submit the thesis to academic conferences.

**Best Practices and Models for Student Experience**

"Basic Characteristics of a Fully Developed Honors Program" and "Basic Characteristics of a Fully Developed Honors College" also outline the following recommendations for recruitment, retention, and student engagement:

**NCHC Best Practice**: the Honors College exercises considerable control over Honors recruitment and admissions, including the appropriate size of the incoming class and a clearly articulated set of admission criteria that identifies the target student population. Admission to the Honors College may involve a separate application.

*University of Oregon*

The Clark Honors College receives more than 1600 applicants and accepts only 200 students per year. The application includes standardized testing scores, unweighted high school GPA, rigor and breadth of high school coursework, diversity and achievements, two teacher recommendations, a description of accomplishments, and an essay on a given topic. Though no minimum test scores or GPA are required, the median GPA is 3.93 and the median SAT critical reading and math combined score is 1360 for students admitted to the CHC. However, no single
factor disqualifies students from eligibility and all elements of the application are discussed by the committee.

*University of Arkansas*
Depending on the applicant's enrollment status the admission requirements for the Honors College vary:

- New first-year students: an ACT score of 28 or an SAT critical reading and math combined score of 1240; 3.5 cumulative high school GPA for all colleges except business; 3.75 cumulative high school GPA for business students.
- Continuing University of Arkansas students: a 3.5 cumulative college GPA for all colleges except for business; 3.75 cumulative college GPA for business students.
- New transfer students: applications handled on a case-by-case basis

In each case, an eligible student who completes the Honors College application is admitted.

*University of Maryland*
No separate application is required for new first-year students; every student is considered for participation in the Honors College based on academic achievement in high school, rigor of high school curriculum, application essays, letters of recommendation, participation in extracurricular activities, and standardized test scores included in application for admission to the University. No single factor interferes with a student's eligibility for the Honors College. After invitation to the Honors College based on these factors, a student chooses one of the Honors Living-Learning Communities, and depending on availability, more qualified students are granted priority access to preferred LLCs.

Continuing University of Maryland students and transfer students, however, must complete a separate application as space for them is available; priority is given to applicants who are already enrolled in a college or departmental honors program.

**NCHC Best Practice**: the Honors College provides a *locus of visible and highly reputed standards* and *models of excellence* for students and faculty across campus, housed in *suitable, preferably prominent, quarters on campus* that provide both *access* for students and a *focal point for Honors activity*.

*University of Arkansas*
Beginning in fall 2013, Honors College offices and gathering spaces will be housed in a new wing of historic Ozark Hall with facilities including a student lounge, study areas, and a 250-seat auditorium. Work is also underway on Hotz Hall, the new honors quarters for first-year students, and its proximity to upper-level honors students housed in nearby Reid Hall, the north Quad and Maple Hill dormitories will foster even greater interaction between these groups, and the Honors College is exploring some exciting programming possibilities in each new space. Each is located near the center of campus.
In the meantime, the Honors College is housed on the fourth floor of the Administration building, with facilities including a conference room and Honors student lounge.

Western Carolina University
The Honors College is housed in the new Balsam and Blue Ridge halls, twin residential facilities costing $53 million to construct and located in the center of campus. Honors College offices are on the ground floor of Balsam Hall, and both facilities feature conference accommodations and study rooms. The construction of these two buildings are a part of a campus renovation project including an expanded student union building, dining facilities, and recreation center with the goal of making the campus more pedestrian friendly and reinvigorating student life.

NCHC Best Practice: the Honors College clearly specifies the requirements needed for retention and satisfactory completion and assists students in completing those requirements through Honors-related academic advising provided by qualified faculty and/or staff.

Oklahoma State University
To remain eligible to enroll in Honors courses, a student's cumulative GPA must correspond to the following minimum standards according to credit hours completed:
- Fewer than 60 hours completed: 3.30
- Between 60 and 93 hours completed: 3.40
- More than 94 hours completed: 3.50
A student not meeting these requirements or who fails a course due to a violation of the University's academic honesty policy will be considered ineligible for continued Honors coursework.

For a student to be considered an "active Honors student," and therefore to have access to all benefits available to Honors students, he or she must complete six hours of Honors credit per semester with a grade of B or better.

All Honors College advisers have completed the Honors Program or Honors College curriculum available to them during their undergraduate studies. Active Honors students will meet with an Honors College adviser once per year to evaluate their progress in the Honors College curriculum. Once per semester, the Honors College advising staff prepares a report for each academic college containing the names of Honors students and their progress in their Honors coursework.

University of South Carolina
To remain eligible to continue Honors College coursework, students must have completed a minimum number of Honors credits and maintain a minimum GPA corresponding to the number of semesters the student has completed:
- One semester: 3.00 GPA and 9 Honors hours completed
- Two semesters: 3.10 GPA and 9 Honors hours completed
- Three semesters: 3.10 GPA and 18 Honors hours completed
- Four semesters: 3.20 GPA and 18 Honors hours completed
- Five semesters: 3.20 GPA and 27 Honors hours completed
- Six semesters: 3.30 GPA and 27 Honors hours completed
- Seven semesters or more: 3.30 GPA and 36 Honors hours completed

If a student fails to meet either of these criteria in a given semester, the student is given a single probationary semester to raise his or her GPA and to complete the required Honors credits. During this probationary semester, the student loses none of the privileges or access to resources given to Honors students. If requirements are still unmet at the end of the probationary semester, the student is dismissed from the Honors College.

Honors students meet with an Honors College adviser each semester to ensure progress toward graduation with Honors in addition to meeting with the adviser for the student's major. The Honors College adviser also assists in ensuring the Honors student the most appropriate coursework to meet the individual student's needs; this includes any advising to prepare a student for application to professional programs after graduation.

**Virginia Commonwealth University**

To stay in good standing with the Honors College, a student must maintain a 3.50 cumulative GPA and complete one Honors course per semester. If a student falls below this standard, one probationary semester is given for a student to regain eligibility. If the student fails to regain eligibility or if it is mathematically impossible for the student to do so, he or she is dismissed from the Honors College.

An Honors Student is considered an active member of the Honors College if he or she maintains good standing status and attends three of the guest lectures coordinated by the Honors college. Active participants enjoy priority enrollment over other Honors students in good standing.

First-year Honors students are required to meet with an Honors adviser once per semester, and all Honors students are encouraged to continue this habit after the first year. Honors advising focuses on keeping on track with Honors College requirements and coordinating them with the requirements for a student's major, as well as co-curricular involvement and development opportunities available through the Honors College.

**NCHC Best Practice:** the Honors College provides a number of benefits including priority enrollment for active Honors students and space for an Honors lounge, library, reading rooms, and computer facilities.
Oklahoma State University
In addition to a dedicated advising staff and curricular and co-curricular, and residential opportunities, students in the Honors College taking at least three hours of Honors credit per semester have access to the following benefits:

- Access to the Honors study lounge and computer lab
- Priority access to enrollment
- Extended library checkout privileges equivalent to those given to graduate students

University of Oklahoma
In addition to the academic community, close relationships with faculty, and curricular, co-curricular, and residential opportunities, Honors students have access to the same library checkout privileges as graduate students, which both extend the time frame for library checkout and expand the range of materials available for checkout.

University of Oregon
Students of the Clark Honors College have access to:

- A dedicated Honors library
- A dedicated Honors computer lab
- A kitchen and lounge

NCHC Best Practice: if the Honors College includes residential opportunities, Honors housing and residential life functions should be designed to meet the academic and social needs of Honors students.

University of Maryland
The residential component of the Honors College includes several different Living-Learning communities, and a student chooses between them at the time of application to the Honors College:

- University Honors, whose students focus their Honors coursework on an interdisciplinary approach to research in three broad areas: Contemporary Issues and Challenges, Arts and Sciences in Today’s World, and Using the World as a Classroom. Capacity: ~500 students.
- Integrated Life Sciences, whose students focus their Honors coursework on biology and life sciences, including premedical studies and bioengineering. Capacity: ~75 students.
- Gemstone, whose students focus their Honors coursework on research at the interactions of science, technology, and society, conducting their work in teams set at the end of the first year composed of students in majors representing several different disciplines. Capacity: ~200 students.
- Honors Humanities, whose students focus their Honors coursework in the humanities. Capacity: ~70 students.
- Entrepreneurship and Innovation, whose students focus their Honors coursework on developing innovative solutions to societal needs and opportunities through building mindsets, skills, and networks related to business and leadership. Capacity: ~75 students.
- Advanced Cybersecurity Experience for Students, whose students focus their Honors coursework on computer science and cybersecurity, the first four-year undergraduate program of its kind. Capacity: ~45 students.
- Digital Cultures and Creativity, whose students focus their Honors coursework on emerging technologies and their application to the arts, media, and social interaction. Capacity: ~70 students.

Students in each of these Living-Learning Communities have access to any Honors seminar.

*University of Pittsburgh*

The University of Pittsburgh offers residential opportunities for first- through third-year students where students can take advantage of the intellectual scope of their peers and put their curiosity at work. Honors residences are not quiet living floors, and they are not intended to be. The idea behind these communities is that learning is a continuous process and sometimes takes place during a debate between floormates in a hallway. Additionally, the philosophy behind the Honors Communities is that students can best learn outside the classroom by living with people from a variety of different academic backgrounds and interests. This combination means that Engineering students may be rooming with English majors. Sometimes students will be taking the same classes, but it’s certainly not a guarantee.

Honors students are not guaranteed a place in the Honors Community. Students must apply to live in these communities and meet the application deadline. High School grades, SAT scores, and scholarships are given very little weight in the application process. Instead, students discuss in their applications their expectations for the community and how they intend to become an active member.

**NCHC Best Practice:** the distinction of completing the Honors curriculum should be publicly announced and recorded via announcement at commencement ceremonies, notations on the diploma or the student's final transcript, and/or awarding a differential diploma to Honors College graduates.

*Oklahoma State University*

Completion of the Honors College requirements at different levels is rewarded with a transcript entry, a special certificate, or a differential diploma depending on the level of Honors coursework completed:
• College or Departmental Honors Awards (Transcript Entry): requirements for college or
departmental honors are decided by the degree program and include twelve hours of
upper-division Honors credit and a creative component to be defended before two faculty
members and presented at the Honors Colloquium.

• General Honors Award (Certificate and Transcript Entry): a student must complete 21
hours total of Honors credit, including at twelve hours coming from lower-division work
in four disciplinary areas and at least three hours of upper-division Honors Seminar
credit.

• Honors College Degree (Differential Diploma and Transcript Entry): a student must
complete 39 hours total of Honors credit, including all requirements for the General
Honors Award. Remaining hours come from additional Honors Seminar credit, up to
three hours of community service for credit, up to six hours of study abroad experience,
and a creative component defended before two faculty members and presented at the
Honors Colloquium. In addition, recipients of the Honors College Degree may receive
undergraduate hoods for commencement ceremonies and may receive the additional
transcript endorsement for International Study by completing a minor in a cultural,
foreign language, or internationally focused field through Honors credit.

University of Oregon
Graduates from the Clark Honors College are recognized at a dedicated Honors commencement
ceremony. Exceptional Honors students have additional opportunities for distinction: designation
as the banner carrier or speaker for commencement ceremonies for to recognize leadership in the
Honors College; and the Thesis Award to distinguish challenging topics and excellence in
addressing and defending them.

University of Arkansas
Only graduates from the Honors College are eligible to graduate with Latin honors.

University of Pittsburgh
A student in the University Honors College has access to two differential degrees: the Bachelor
of Philosophy in any major and a Bachelor of Arts with a major in Politics and Philosophy.

The Bachelor of Philosophy degree requires a student to complete all requirements for a major in
any of the other academic colleges through a program of study coordinated by academic advisers
in the University Honors College, including Honors seminar courses and often integrating two or
three majors, and completing a BPhil thesis similar in rigor and quality to that or a Masters
thesis, defending it before an examination committee, and submitting it to the University’s
electronic dissertation database.

The Bachelor of Arts major in Politics and Philosophy is coordinated through the University
Honors College but completed through the College of Arts and Sciences. It provides students
experience and interdisciplinary training in the conceptual, empirical, and normative foundations
of various fields in public policy. It includes several "W-course" requirements, which are
research and writing seminars focused on a variety of political science and philosophical
theories.
Further Reading


“Emory Lindquist Honors Program Has New Director.” Wichita State University, 2010. Online.


“Traits of a Model of Excellence Honors Program.” Honors Steering Committee Report. Wichita State University, 2008.
