Oct 27th, 11:30 AM

Equity-Minded Honors Admissions: Implementing Holistic Review in the University Honors Program at the University of Wisconsin–Eau Claire

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Honors Holistic Admissions at UWEC:

From Good Intentions to Educational Equity

Dr. David M. Jones
Professor of English
and Honors Education

Interim Director,
University Honors Program
Holistic Admissions: Resisting Deficit Thinking

Educators must “question unspoken assumptions about the sources of… student struggles.”

Weiner (2006)

“A college’s historical legacy of exclusion can determine the prevailing climate and influence current practices.”

Hurtado (1998)
Deficit Thinking in Practice: U.S. Supreme Court Justice Antonin Scalia

Legal Case: Fisher v. The University of Texas (2015)

“There are those who contend that it does not benefit African Americans to get them into the University of Texas, where they do not do well, as opposed to having them go to a less-advanced school, a slower-track school where they do well.

One of the briefs pointed out that most of the black scientists in this country don’t come from schools like the University of Texas. They come from lesser schools where they do not feel that they’re being pushed ahead in classes that are too fast for them.”
Inclusive Excellence Defined

“comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.”

- Source: UW-System Office of Inclusivity
Intercultural Immersions in Honors: Honors students work on community organizing strategies during an immersion experience in Milwaukee (2011-2013).

A Hmong Studies Immersion in Fresno, CA developed as a collaboration between the campus-wide Hmong Studies Initiative and the Honors Program (2015).
Automatic Admissions (Criteria: ACT/RIC)

- 28/top 5%
- 29/top 10%
- 30 top 15%

- Systematic exclusions:
  - English language learners
  - Home schooled students
  - Students from a high school with no class rank

Honors Students of Color (1.8%)
(7 of 397 students)

Students of Color:
11% of all Honors Students
13% of First Year Students

1983-2009 2008 2017
Holistic Admissions: Criteria

- GPA 3.75 or top 10% or ACT greater than or equal 26 or SAT 1190 AND one of the following:
  - State !=MN/WI or
  - Student of Color or
  - Rank =1 or
  - ACT>=26 and Percentile>=95 or
  - ACT>=26 and Rank in class between 1-5 or
  - ACT>=30 or
  - ACT>=28 and Percentile>=90 or
  - ACT>=28 and GPA>=3.90
The Honors Data Project earned a top poster award at NCHC 2016 (Honors researcher and Fulbright awardee Anneli Williams is pictured with the award).

Honors researchers Carolyn Wolff and Allison Fouks presented findings from the project at the 2016 NCUR conference.
# Honors Program Growth: 2009 - 2017

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- Total invited
- Total # who joined University Honors
EDI Integration in Academic Life, UWEC (2016-8)

- University-wide EDI Plan
- Hmong Studies Initiative
- Assistant Chancellor for Equity, Diversity, and Inclusion
- Multicultural Student Coordinators – Office of Multicultural Affairs
- Assistant Professors with EDI Teaching and Research Interests:
  - Psychology
  - Women’s Studies
  - Communication and Journalism
Required EDI Contributions

Approved by the University Senate, March 2017

A distinguished professional is expected to contribute to equity, diversity and inclusivity. At this level, a professional can be expected to guide or train other professionals or to oversee their work.
Under-represented (& under-served) student communities at UWEC

- LGBTQA+ students
- International students
- Students of color
- Students with disabilities
- First generation students
- Students with financial challenges
FIRST CLASS AUTISTIC SECOND CLASS CITIZEN

I CAN SPEAK 4 MYSELF

I CAN SPEAK FOR MYSELF

DISABILITY RIGHTS
US Students Will Very Soon Be Majority Students of Color

Public elementary and secondary school enrollment, 2010–2060 (projected)

HONORS
Community of Practice

Informational sessions open to all.

You are invited to a community of practice sponsored by the University Honors Program. We’ll explore topics related to coursework, teaching methods, and structure of the 830-student UWEC Honors Program. All current, past, and prospective teachers and staff who are interested in Honors are welcome. We will do our best to make the experience interactive, informative, and enjoyable as we think about national and local trends in Honors education and consider our own experiences in working with Honors coursework and students.

OVERVIEW OF THE UWEC HONORS PROGRAM
Tuesday, 10/10/17
12:30-1:45 p.m. | CETL, OL 1142

Topics include common assumptions about Honors students; coursework and grading in Honors; criteria for Honors admission at UWEC; academic curiosity vs. credentials in Honors; current state and future direction of UWEC Honors.

STUDENT PROJECTS AND EXPERIENCES
Tuesday, 11/14/17
12:30-1:45 p.m. | CETL, OL 1142

Topics include successful Honors projects that have led to impactful learning; “extra work” vs. “added value;” national trends in Honors Education.

LESSONS FROM EVALUATIONS
February 2018, Date TBD

Topics include an anonymous summary of course evaluation findings to extract generalizable lessons about successful pedagogy in Honors. Honors students will be invited to share their experiences during the session.

PARTICIPANT PROJECTS
March 2018, Date TBD

Honors faculty will be invited to discuss the designs and outcomes of individual assignments they have developed in Honors classes.