

Notes from Discussion tables

Recruiting Diverse Faculty and Students

- **Students**
 - *Challenges Recruiting International Students*
 - Institution #1
 - Conveying to international students abroad “What is the Honors College?”
 - On-Campus Recruitment (Messaging and Purpose).
 - Solution: Student Advisory Board (promote the program and refine the messaging).
 - Institution #2
 - Standardized (SAT and ACT) as an obstacle for international students for various reasons (language is one challenge)
 - Institution #3
 - Recruiting enough students who are comfortable with debate, discussion, communication in the class
 - ESL students are interested, but not many are competitive enough in the pool
 - Important Question to Address: How do you bring out and support the development of certain soft skills?
 - Important Question Students May Ask: What is the incentive for me to join the Honors Program? Long-term: How will this help me?
 - Making students aware of the resources and supports available to all Honors students (which could serve as a good incentive for diverse students, especially those who have the perception that an Honors program does not welcome diverse students).
 - Emphasize that diverse students belong in Honors!
 - Everyone in the staff and administration does diversity work (not just the people of color or other diversity staff)!
 - Try to not oversimplify the mission and benefits of an Honors program (do not deliver a one-dimensional elevator pitch).
 - Scholarship and other financial support can be an effective recruiting tool.
 - Not all high-achievers come from the same background and are equipped with the same resources.
 - Do not make that assumption that all Honors students or high-achieving students are built the same.
- **Faculty and Staff**
 - Faculty Should Reflect the Diversity of the Student Population.
 - Example: A faculty member who teaches a bilingual course.
 - Make a deliberate effort to recruit and hire diverse faculty and staff.

Defining co-curricular:

Choice-oriented activities that are not structured into a particular course; students have autonomy to choose what events and opportunities they attend and explore. We all have the conviction that this is directed for growth. In our definition, we segment between required co-curricular and elected, opt-in co-curricular. How is this valuable for the students? If it's not on a transcript, how is it helpful to the student?

Brainstorming co-curricular:

- All of those strategies that foster critical thinking and thoughts beyond the classroom
- Academically rigorous co-curricular
- External and internal lecture attendance counts into grades at University of New Mexico
- How much co-curricular belongs associated with the course, and how much isn't for a grade
- Honors Student Organizations are a huge part of the co-curricular experience
- Sending student organizations to conferences (both Honors courses and others)
- Oakland has co-curricular recorded in 'spires' and it is reported on their transcript. This has zero credits attached to it, but it gives students the opportunity to benefit from their co-curricular activity. (Central Oklahoma - consider student experience transcripts for Honors involvement)
- What are goals for Honors student? Academics, civic engagement(?), leadership(?)

Specific to Study Abroad:

- University of New Mexico has made the commitment to study abroad, but they are considering shifting to an interdisciplinary courses to increase the reach of these opportunities
 - \$2500 for 5-weeks abroad in Spain for 6-8 credits; they find cost savings for their students
 - They are open to non-honors students who meet honors requirements
 - Open to students from different universities who don't have to pay out of state tuition to join

CURRICULUM

Resident faculty, affiliated faculty (list)

Developing curriculum that is tied to Gen. Ed. is difficult for various reasons

Presidential/Regents scholars tied to Honors and lowers or offers free tuition to students

Placing Honors courses in places other than Gen. Ed. courses (upper division, etc.)

Creating departmental honors programs that build on the core honors program/college curriculum

Interdisciplinary experiential curriculum (Michigan Tech); co-curricular requirements (immersion, project, and leadership)

Moving away from Gen. Ed.: study abroad, etc.

Creating minors in the Honors College: leadership, community development, innovation, etc.

Recruiting students from Business, STEM, Health Sciences, etc.