UNIVERSITY HONORS COMMITTEE
322th Meeting
26 April 2013

(APPROVED)

Voting Members Present: Dave Ballantine (LAS), Patricia Braun (HHS), Greg Conderman (EDUC), Sarah McHone-Chase (LIB for Michael Duffy), Nick Pohlman (EET), Tim Ryan (LAS), Bart Sharp (BUS), Scot Schraufnagel (LAS), and Honors students Ben Donovan and Juliana Leprich.

Voting Members Absent: William Goldenberg (UCC/VPA) and Honors students Ben Clark, John Price, and Collin Thompson.

Ex-officio Members Present: Anne Birberick (Vice Provost) and Christopher Jones (Honors).

Ex-officio Members Absent: None

Others: Honors staff Jes Cisneros, Joanne Ganshirt (Recording Clerk), Jason Goode, and Vanessa Segundo, Liz Tovar (SAASS), and Honors student Alexa Warner.

I. Approval of Agenda
Conderman/Donovan moved to approve the agenda. The motion passed.

II. Approval of Minutes from April 5
Ballantine/Pohlman moved to approve the minutes as presented. The motion passed.

III. Award Presentation
Jones presented Donovan with the Honors Junior Enhancement Award. This award was presented to other recipients at Honors Day. Donovan had been unable to attend the event.

IV. Reports
A. Assistant Director’s Report
Cisneros presented the following report:

- An increase in new and continuing student advising appointments took place during the month of May.

- There were student staff interviews to tend to this month, as well as selecting and finalizing the recipients of University Honors scholarship awards.

- Cisneros ran four ‘Demystifying the Capstone’ workshops this month.
• Cisneros participated in a meeting with College of Liberal Arts & Sciences advising team.

• Cisneros participated in Undergraduate Research and Artistry Day.

• Cisneros participated in Taco Thursday evening program at the University Honors House.

• Cisneros attended meeting for NIU Academic Diversity and Certificate Programs steering committee.

• Cisneros participated in the University Honors Program Recognition Ceremony on Honors Day.

• Cisneros attended in Adela de la Torre Honor Society induction ceremony.

• Cisneros delivered a presentation to Mortar Board faculty appreciation reception. (Many University Honors students are members in the organization).

• Cisneros processed many University Honors Capstone rough drafts.

• Cisneros facilitated a good interactive conversation between University Honors students and Jaron Lanier on April 25 for Honors students as part of NIU’s Celebrating Excellence week.

Cisneros presented the following enrollment numbers:

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</thead>
<tbody>
<tr>
<td>Currently in UDH</td>
<td>549</td>
<td>554</td>
<td>653</td>
<td>567</td>
<td>467</td>
<td>417</td>
<td>429</td>
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<tr>
<td></td>
<td>473</td>
<td>471</td>
<td>509</td>
<td>436</td>
<td>429</td>
<td>393</td>
<td>409</td>
<td>N/A</td>
<td>N/A</td>
<td>497</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>1025</td>
<td>1162</td>
<td>1003</td>
<td>896</td>
<td>810</td>
<td>838</td>
<td>N/A</td>
<td>N/A</td>
<td>978</td>
</tr>
<tr>
<td>% of program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
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Table 2
Current Active Honors Enrollment by College

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<tr>
<th></th>
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<tbody>
<tr>
<td>LA&amp;S</td>
<td>451</td>
<td>483</td>
<td>522</td>
<td>456</td>
<td>397</td>
<td>385</td>
<td>379</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Business</td>
<td>235</td>
<td>225</td>
<td>242</td>
<td>193</td>
<td>195</td>
<td>161</td>
<td>163</td>
<td>N/A</td>
<td>N/A</td>
<td>133</td>
<td>13.6%</td>
</tr>
<tr>
<td>V&amp;PA</td>
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<td>91</td>
<td>98</td>
<td>79</td>
<td>65</td>
<td>50</td>
<td>49</td>
<td>N/A</td>
<td>N/A</td>
<td>52</td>
<td>5.3%</td>
</tr>
<tr>
<td>H&amp;HS</td>
<td>96</td>
<td>89</td>
<td>134</td>
<td>133</td>
<td>120</td>
<td>106</td>
<td>142</td>
<td>N/A</td>
<td>N/A</td>
<td>234</td>
<td>24%</td>
</tr>
<tr>
<td>Education</td>
<td>92</td>
<td>88</td>
<td>114</td>
<td>89</td>
<td>52</td>
<td>52</td>
<td>N/A</td>
<td>N/A</td>
<td>59</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>E&amp;ET</td>
<td>45</td>
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<td>49</td>
<td>34</td>
<td>3</td>
<td>3</td>
<td>28</td>
<td>27</td>
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<tr>
<td>Undeclared</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19</td>
<td>25</td>
<td>28</td>
<td>26</td>
<td>N/A</td>
<td>N/A</td>
<td>16</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>1025</td>
<td>1162</td>
<td>1003</td>
<td>896</td>
<td>810</td>
<td>838</td>
<td>N/A</td>
<td>N/A</td>
<td>978</td>
<td>100%</td>
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Table 3
Students in Honors by Gender

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<tbody>
<tr>
<td>Female</td>
<td>657</td>
<td>636</td>
<td>747</td>
<td>644</td>
<td>582</td>
<td>514</td>
<td>527</td>
<td>N/A</td>
<td>N/A</td>
<td>594</td>
<td>61%</td>
</tr>
<tr>
<td>Male</td>
<td>365</td>
<td>389</td>
<td>415</td>
<td>359</td>
<td>314</td>
<td>296</td>
<td>311</td>
<td>N/A</td>
<td>N/A</td>
<td>384</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>1025</td>
<td>1162</td>
<td>1003</td>
<td>896</td>
<td>810</td>
<td>838</td>
<td>N/A</td>
<td>N/A</td>
<td>978</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4
Students in Honors by Race/Ethnicity

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>71</td>
<td>54</td>
<td>64</td>
<td>42</td>
<td>36</td>
<td>26</td>
<td>32</td>
<td>N/A</td>
<td>N/A</td>
<td>66</td>
<td>6.75%</td>
</tr>
<tr>
<td>Latino</td>
<td>44</td>
<td>45</td>
<td>59</td>
<td>54</td>
<td>43</td>
<td>29</td>
<td>31</td>
<td>N/A</td>
<td>N/A</td>
<td>85</td>
<td>8.7%</td>
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<tr>
<td>Asian</td>
<td>59</td>
<td>52</td>
<td>54</td>
<td>42</td>
<td>38</td>
<td>37</td>
<td>39</td>
<td>N/A</td>
<td>N/A</td>
<td>54</td>
<td>5.5%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>832</td>
<td>862</td>
<td>955</td>
<td>834</td>
<td>745</td>
<td>679</td>
<td>699</td>
<td>N/A</td>
<td>N/A</td>
<td>744</td>
<td>76%</td>
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<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>7</td>
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<tr>
<td>Biracial</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>3</td>
<td>0.31%</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>18</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>22</td>
<td>26</td>
<td>30</td>
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<td>N/A</td>
<td>N/A</td>
<td>14</td>
<td>1.43%</td>
</tr>
<tr>
<td>Total</td>
<td>1022</td>
<td>1025</td>
<td>1162</td>
<td>1003</td>
<td>896</td>
<td>810</td>
<td>838</td>
<td>N/A</td>
<td>N/A</td>
<td>978</td>
<td>100%</td>
</tr>
<tr>
<td>Total Minority</td>
<td>190</td>
<td>163</td>
<td>193</td>
<td>147</td>
<td>125</td>
<td>101</td>
<td>120</td>
<td>N/A</td>
<td>N/A</td>
<td>234</td>
<td>24%</td>
</tr>
</tbody>
</table>
B. Assistant Director of Programming & Communication Report
Segundo presented the following report:

University Honors Program Activities:

Birthday Box Party
- April 3, 2013
- Fifteen birthday boxes were distributed at Safe Passage and Hope Haven.
- Volunteers were given tickets to the AFI Film festival in gratitude of their support all year long.

Spring Semester Trip: Second City Comedy Club
- April 6, 2013
- Eighty-nine students attended along with University Honors House faculty advisors (Dave Ballantine and Dave Changon), Jes Cisneros, and Jason Goode.

Dennis Barsema’s Social Entrepreneurship and Microfinance Series
- April 2, April 9, and April 16
- Barsema Hall 211
- Twenty-five students representing all six colleges.
- Provided Dennis Barsema with a thank you card and framed picture of the group

Honors Day Recognition Ceremony for Graduating Seniors
- April 21, 2013
- Awards and graduation regalia were presented.

SOUPer Wednesday Presenters
- Career services- Joyce Keller
- Women’s Resource Center- Lisa Schmidt
- Student Alumni Association- Joe Palmer and Lauren Nale
- Counseling and Student Development Center- Tim Paqutte
- Office of Student Academic Success- Nick Plattos and Matt Venaas
- Registration and Records- Jerry Montag

Excellence in University Honors Event: Meet and Greet with Jaron Lanier
- April 25, 2012 (9:00 a.m.- 10:30 a.m.)
- Meet and greet session exclusively for University Honors Students. Free continental breakfast will be provided.
Honors House Activities

There are currently 135 students who have completed their housing applications and selected their rooms in the University Honors House for the 2013-2014 academic year. 80% are returning residents. The Honors House is the largest Living Learning Community (LLC) on campus and has the highest number of rooms filled for next year.

Room selection (2013-14 academic year) for new incoming students:
- March 25- April 29

Movie Night at the Egyptian Theater
- March 26, 2013
- A group of 16 students and our Honors House faculty advisors attended.

Birthday Box Preparation
- April 2, 2013
- Twenty-five students volunteered to decorate boxes and make birthday cards.

Taco Thursday
- April 18, 2013
- Spin off of SOUPer Wednesday. Taco bar catered from Burritoville.
- Guest Speakers: Judy Santacaterina and Matt Swan
- Approximately 50 residents attended.
- This will become a regular event next academic year.

Don’t Stress the Test
- May 3, 2013
- House Leaders are currently making goodie bags for all 157 residents. Chair massages and and ice cream bar will be available.

*Two House Leaders have been selected for the 2013-2014 academic year.

C. Assistant to the Associate Vice Provost for University Honors

Goode presented the following report:

Goode oversaw the process that led to the selection of the 2013-14 University Honors Summer Scholars are: Octavio Escalante-Aguirre, Elliott Ihm, and Lauren Nale. These students were honored at a special event on April 25 in which the 2011-12 Scholars, Wayne Duerkes and Anastasia Kocher, delivered public research presentations based on their Honors Capstones. Goode hosted the event, which was attended by Provost Ray Alden, Birberick, Jones, and about 50 others.
Good is a member of the administrative team delivering the McKearn Summer Fellows Program this summer. Ten candidates, all of whom are University Honors students, have accepted offers to participate in the augural program. Goode is presently working on a weekly agenda for the program.

Goode coordinated the University Honors application and selection processes for continuing tuition waivers and scholarships. He worked with Cisneros, Segundo, Ballantine, and Conderman; and he consulted closely with Jones. All awards have been made. Students will have to accept in writing.

Goode also participated in the following activities since the last committee meeting:
- Campus visits by prospective University Honors students
- University Honors “Diversity Day” presentation (28 attendees)
- Member of the search committee for new University Honors receptionist
- NIU’s Common Reading Experience committee
- University Honors liaison to the Office of Admissions
- University Honors liaison to the Office of Scholarships and the Financial Aid Office
- Reviewed list of Honors students with high balances to see if financial assistance could be lined up.
- University Honors liaison to the Office of Student Academic Success; point of contact for Map-Works; contacted students regarding comments they wrote in their survey; contacted one student with financial problems
- Participated in the University Honors Program’s Recognition Ceremony for Graduating Seniors
- Participated in the special Excellence in University Honors event with Jaron Lanier; event was used to recognized University Honors academic merit scholarship and tuition waiver recipients
- Member of NIU’s Student Fulbright Committee; the committee is looking at ways to better market the Fulbright Scholarship Program on campus.

V. Additional Reports & Updates
As a follow-up to the discussion at the April 5 meeting regarding committee quorum problems, Ganshirt reported the Honors Committee bylaws show the student representatives must be elected by all student members of the Honors Program. Does the committee want to try to change the bylaws or make a better effort to get students involved? Birberick asked committee members to delay on this because the Undergraduate Coordinating Council has formed a subcommittee to examine all the
committees that currently report to it. Birberick said she wants the subcommittee to complete its task before a change is made. She added that it is possible the University Honors Committee could become an independent committee. Committee members agreed to honor Birberick’s request not to seek bylaw changes related to student representatives.

Jones thanked Conderman and Ballantine for their service to University Honors Program scholarship selection subcommittee chaired by Goode.

VI. New Business

A. University Honors-Intercollegiate Athletics Four-Year Degree Path

Jones informed the committee he and Cisneros have been worked with Intercollegiate Athletics personnel, namely Liz Tovar and Christian Spears, on a plan to enable more student-athletes to participate in the University Honors Program. It will be discussed during the next agenda item.

Jones welcomed Tovar, director of Student Athlete Academic Support Services (SAASS). Tovar explained that SAASS works with student-athletes tracking course completion, offering tutorial sessions, and ensuring NCAA compliance. Tovar said the most important aspect of SAASS is making sure student-athletes connect with academic opportunities and services available to other students at NIU. SAASS wants its student-athletes to be engaged, academically successful students.

Tovar thanked Jones for his excellent support and collaboration over the last two years. There have been many examples of a strong partnership between Intercollegiate Athletics and University Honors, including University Honors presentations to NIU coaches and current athletes, an Honors presentation on Recruit Day in the fall, University Honors night at the men’s basketball game, a new University Honors Outstanding Student-Athlete Award, Intercollegiate Athletics support of the University Honors Program’s summer leadership camp, and strong consultation on recruitment, scholarships, and advising.

Tovar explained that student-athletes feel that they do not have time to meet additional Honors Program requirements with their existing athletic and course responsibilities. Tovar explained student-athletes are generally unaware of University Honors requirements, opportunities, and benefits. Consequently,
Jones and Tovar have created a four-year University Honors plan for the student-athletes. Part of this effort included examining the type of courses an athlete will take every semester that will not be over and above current requirements, but will fit with the Honors Program. Students-athletes are specifically interested in small class size. Being able to participate in Honors seminars with small enrollments would be a powerful recruiting tool with students and their parents.

The plan formulated by Jones and Tovar in consultation with Cisneros allows for considerable flexibility, including independent studies and in-course contracts. It also provides student-athletes with a conduit to incorporate their required Intercollegiate Athletics service hours. Specifically, Jones worked with Castle, director of NIU’s NGO Leadership and Development (NGOLD) to create both an optional Honors seminar and an optional Honors Capstone option for student-athletes wishing to complete University Honors. NGOLD has agreed to establish special sections tied to these academic options. These opportunities are designed to afford flexibility but also maintain the academic standards. Athletes, can continue to complete the Honors Seminar and Capstone in the traditional ways.

While formal committee approval is not required for an advising path document, Jones indicated that he wanted members to have some background on this effort and offer input. Ballantine said it is a great idea to have other options, particularly for athletes. Birberick said this is a really nice option for student-athletes. She said she and Tovar have had a two-year conversation regarding all the pressure placed on student-athletes. All these other options are important to be able to offer to athletes. These athletes need infrastructure and knowledge base to be successful when they leave NIU.

Tovar said Intercollegiate Athletics’ goal is to double the number of student athletes who graduate from the University Honors Program. Presently, there are very few athletes in the Honors Program. However, there are a large number of eligible athletes. Thus, the current number of participants could easily doubled or tripled. The University Honors Program needs to get more involved in the recruiting process of athletes. Jones said University Honors is very willing to be significantly involved in this process.

Schraufnagel said this is exactly the sort of initiative that is important when seeing the world and education changing in that no one size fits all. We need to adapt and create new opportunities for students to be trained and educated.

Schraufnagel/Ballantine moved to endorse this proposal. The motion passed.
# NIU ATHLETICS-UNIVERSITY HONORS PROGRAM Four-Year Degree Path

## LOWER DIVISION HONORS OPTIONS – 15 HOURS

### YEAR 1: Enriched Learning

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Description: Complete an Honors-only general education requirement with other Honors freshmen OR complete a general education requirement with both non-Honors AND Honors students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term: Option 1</td>
<td>Description: Complete a general education requirement with freshmen student-athletes OR complete a general education course with both non-Honors AND Honors students.</td>
</tr>
</tbody>
</table>

### YEAR 2: Engaged Learning

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Description: Complete an Honors-only general education requirement with 15-20 Honors students OR complete a stand-alone Honors seminar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term: Option 2</td>
<td>Description: Complete a general education requirement with both non-Honors AND Honors students.</td>
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</table>

## UPPER DIVISION HONORS OPTIONS – 12 HOURS

### YEAR 3: Experiential Learning

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Description: Create your own Honors experience in an Upper Division course OR complete a stand-alone Honors course, which could be an Honors Seminar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term</td>
<td>Description: Create your Honors Capstone through CLCE by building upon your community service and reflection paper from the preceding semester.</td>
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</tbody>
</table>

### YEAR 4: Service Learning

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Description: Complete an in-depth reflection paper about your community service work as a student-athlete. Earn CLCE Honors credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Term</td>
<td>Description: Receive Honors course credit for studying overseas in your country of choice.</td>
</tr>
</tbody>
</table>

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Description: Complete an Honors-only general education requirement.
B. Peer Mentor Program Overview & Update

Warner has been coordinating the University Honors Peer Mentoring Program this academic year in her capacity as a University Honors Fellow. She informed the committee members the program was started in August 2011 because she thought it was helped by upper-level nursing students. She wanted to pass that experience to Honors students. Ten students participated in the first year. She met with Jones and learned it is best practice for most Honors Programs and worked hard this year to get more students involved. This year there were 57 students involved. All freshmen were invited to participate in this program.

The University Honors Peer Mentor Program was founded in August 2011. Since that time, the number of students participating in the program has quadrupled. As of spring 2013, there were 35 mentees and 22 mentors for a total of 57 University Honors students participating in the Peer Mentor Program. We look forward to continued growth!

Warner held a training session on April 25 at which she went through the mission statement and then broke into smaller groups. Mentors then discussed how to fulfill the mission statement. Applications to be mentors are still coming in for fall 2013. There will be another training session in the fall. Warner said she tries to match mentors to students in same major or, if that is not possible, by college. She said ultimately she would like to have a faculty advisor from each undergraduate college for the mentors.

Since Warner is graduating, Jones asked how new program leaders are trained. Dan Jeffries and Lauren Nale will be taking over the program. Warner said she is working with each of them and creating a procedures
manual for the program. The procedures manual will include a program
time line, e-mail templates, and other helpful information.

Jones said he appreciates Warner’s contributions to this important
program. He said Provost Alden always raises peer mentoring, because he
is very well acquainted with national best practices. Schraufnagel asked if
there was a staff member in charge of the peer mentor program. Jones had
been overseeing it. Schraufnagel said it is important to have a staff
member with enthusiasm for peer mentoring take over as supervisor.

Note: Following the meeting, Vanessa Segundo, assistant director of
programming and communication, agreed to serve as the staff adviser to
the University Honors Peer Mentor Program during the 2013-14 academic
year.

Ballantine said he likes the idea of having college faculty advisors. This
would allow an Honors Program staff member to do only the overseeing
of advisor. He also wondered how the number of mentors lined up with
the number of students within the college. Jones noted the largest
numbers should be from the Colleges of Liberal Arts and Sciences and
Health and Human Sciences. Warner noted that three students wanted to
be mentors but had no freshmen from that particular college show an
interest. She added that having two students leading the program will help
significantly in promoting the program to both mentors and mentees.

Schraufnagel asked if the program leaders get a stipend and if running the
mentor program is part of what is done for the stipend. Jones said this is
part of what they do for the stipend. That is, University Honors Fellows
may have multiple duties. Whether assigned one duty or multiple
responsibilities, each University Honors Fellow provides the Honors
Program with 20 hours of work per month in exchange for a tuition
waiver.

C. Honors Capstone Advising Document
Cisneros presented a Guideline for University Honors Capstone document
to be distributed to students before they start the Capstone process. He
asked for committee feedback. Ballantine said he would like to see the
timeline strengthened. There needs to be an actual date for the submission
of the rough draft and final draft of the project so the will students work
harder on completing the project. Pohlman said the College of
Engineering and Engineering Technology has a two-semester Capstone course so guidelines presented will work well for those students.

Jones said this document is the result of a meeting with the School of Allied Health and Communicative Disorders at which the faculty requested specific guidelines for all requirements of capstone. Ballantine suggested the department requirements be listed on web page as well. Jones said this was a fine idea and was already something that the University Honors administrative team had raised and was beginning to address. Jones indicated that he liked to see optional department-specific Honors Capstone guidelines drafted, collected, and posted during the 2013-14 academic year.

Cisneros said that he would incorporate the committee’s suggestions into the document.
NIU University Honors Program  
Guidelines for University Honors Capstone: A Checklist

Make a ‘Capstone Advising’ appointment with Dr. Cisneros at least one semester prior to the semester in which you will be undertaking your Capstone Project. Ideally, you can do this early enough to still be eligible to apply for an EYE-Grant if you wish to do so.

If you have not already done so by this point, attend one of Dr. Cisneros’ ‘Demystifying the Capstone Process’ workshops.

Start brainstorming upon a topic for your Capstone, and thinking about a faculty member you would like to work with as your faculty advisor on the project.

Find out and confirm through your home / major department what the independent study / Capstone hours you should sign up for. This is usually a 400-level course designator.

Complete the ‘Capstone Proposal’ process, with all appropriate signatures by the end of the second week of the semester in which you will be undertaking your Capstone Project.

Begin attaining IRB approval if you will be working with human subjects as part of your project (if you are unsure about this, consult with your Capstone faculty advisor).

Begin your research!

Consult with Dr. Cisneros at any time in this process if you need to for more brainstorming, feedback, clarity, etc.

Approximately one month before end of semester, turn in ‘rough draft’ of your Capstone. Make sure you get feedback from your faculty advisor. University Honors will not give you feedback, but WILL make a notation that progress is well underway.

Turn in FINAL draft, along with appropriate abstract, cover page, and signature page.

Congratulations! You’ve completed your University Honors Capstone Project!
D. **Joanne Ganshirt Award for Outstanding Service to University Honors**

Sharp developed a proposal for making the award. Pohlman noted this will need to be discussed every year even if the award will not be made. Jones asked if this will be brought forth next year. Sharp said if this proposal is adopted then the committee can have it ready for the next year. Ballantine said even though this is not an annual award there should be a time frame every year for nominations and deliberations. The committee members set the tentative timeline as the beginning of the spring semester. Pohlman/Braun moved accept this proposal with the addition of the timeline. The motion passed.

The Joanne Ganshirt Award Proposal

The Joanne Ganshirt Award has been created to recognize individuals whose long-term efforts on behalf of University Honors have had a deep and meaningful positive impact on the program. The award is meant to supplement other awards such as the University Honors Great Professor Award by focusing more on identifying recipients who have fundamentally affected the quality of the program through their work with students, faculty, and staff in service to excellence in Honors education, and who have done so over an extended period of time. The committee should be aware that this award is meant to be of the highest honor, and so should apply the highest standards for selecting a recipient.

In terms of procedure, this is not meant to be an annual award. Rather it is meant to be an award which is bestowed on an “as deserved” basis. Nominations can be made at any time by students, faculty, or staff members who are familiar with the Honors program. Nominations should consist of no more than one typed page explaining why the nominator feels the nominee is deserving of the award. When a nomination is made the University Honors Committee will evaluate the nominee based on their length of service and impact upon the University Honors program. The award then is granted based on a majority vote.

Since this award is not given on a regular basis and thus will not be subject to the nomination deadlines that exist for most of our awards, the Honors program will need to periodically remind all of the relevant stakeholders that nominations are always welcome.

E. **Associate Vice Provost for University Honors Report: Monthly Overview and Program Status Overview**

While Jones completed many activities and participated in several meetings and events since the last committee meetings, he said that he
would forgo a summary of this work and instead deliver a different type of report given it is his last one. Jones is leaving NIU at the end of the academic year to become Dean of Arts and Sciences at Le Moyne College in Syracuse, New York. Jones presented the following report (see below).

At the conclusion of the report, Jones added that it has been a real privilege to lead the University Honors Program for the last two years. He leaves with a heavy heart, fond memories, and extreme gratitude. Sharp said the detailed report (document) is a clear sign of Jones’s strong commitment and will be a valuable resource for the committee and others in the future.

VII. Adjournment
Schraufnagel/Ballantine moved to adjourn. The motion passed. The meeting adjourned at 3:20 p.m. This meeting concluded the business of the University Honors Committee for academic year 2012-13.
Date:        April 26, 2013

To:          University Honors Committee

From:        Christopher M. Jones, Associate Vice Provost for University Honors

Re:          University Honors Program Status Report and Recommendations

As you know, I am concluding my service as associate vice provost and leader of NIU’s University Honors Program to accept a deanship at another institution. In an effort to be helpful to the committee, my successor, the University Honors administrative team, and NIU’s academic leaders, I provide the following program status report and set of recommendations.

In short, my recommendations are as follows.

1. Maintain a vision of transforming NIU’s University Honors Program into a regional and national leader during a time of significant enrollment and budgetary challenges.
2. Ensure University Honors remains a leading component of NIU’s new student recruitment strategy with the continuing investment in academic merit scholarships.
3. Sustain and strengthen the initiatives and changes made at the University Honors Program since July 2011 (detailed in this report).
4. Strongly consider adopting and implementing the recommendations for future growth and improvement, including more staff and other forms of support for the program. (detailed in this report)
5. Follow national best practices in honors education as set forth by the National Collegiate Honors Council and colleges and universities recognized as leaders in honors education.
6. Develop and implement a new program assessment plan.
7. Consider initiating an external review of the program by a team of three national leaders in honors education during the 2014-15 academic year.
Academic Advising/Student Success/Program Requirements

What's been done since July 2011?
• Made Dr. Cisneros fully responsible for the University Honors advising operation
• Changes to freshman retreat and summer orientation advising
• Extensive collaboration with College advising teams during summer orientation period
• Secured new member of the University Honors administrative team to assist students in identifying and securing national/international fellowships, scholarships, and recognitions
• Improved, more user-friendly student forms – capstone, mini-section, in-course contract
• Dr. Cisneros’ new Honors Capstone workshops
• Four-Year University Honors Degree Path document
• Adopted new assessment rubrics to evaluate Honors Capstone and other experiences
• New CEET-University Honors Program/degree path document
• Four-Year University Honors-Intercollegiate Athletics Degree Path document
• New Honors Capstone checklist (underway)
• New University Honors Program handbook (underway)

What needs to be done or could be done?
• Hire a full-time academic advisor
• Institute more formal, rigorous training for University Honors students delivering peer advising
• Considering requiring rather than encouraging Honors advising each semester, but advising resources would have to be expanded; these resources are already too limited
• Head of University Honors advising should participate in Advising Deans meetings; this request was made but denied in fall 2012
• Create a coherent strategy and program for welcoming, orienting, advising, and integrating transfer students
• Add a full, “one-stop shopping” Honors Capstone advising page with program and department-specific expectations
• Give Jason Goode the time to develop his national scholarship and award promotion and advising role; groom students for prestigious national academic/recognition opportunities
• Develop an effective strategy for welcoming, orienting, and integrating transfer students (underway – Dr. Cisneros overseeing)
• Continue to find ways to improve freshman retreat
• Consider adoption of an early course registration system for new Honors freshmen
• Expand Honors Capstone advising workshops; make it a requirement for all Upper Division and full University Honors students
• Work with University Libraries to develop an online Honors Capstone database and repository, which is accessible on and off-campus
• Diagnose and address why some capable students are only completing Lower Division Honors; presently the University Honors response is to seek to develop customized programs with particular colleges and schools
• Adopt Undergraduate Catalog language to require all University Honors freshmen and sophomores to enroll in one stand-alone Honors course during their first four semesters at NIU; presently this is an internal program policy/expectation
• Find ways to strongly encourage juniors and seniors to enroll stand-alone Honors courses with mini-sections being a secondary option and in-course contacts being a last resort option; considering requiring a second Honors Seminar
• Adopt Undergraduate Catalog language to require all graduating University Honors students to complete at least one high impact learning/engaged learning experience
• Require e-portfolio of each University Honors graduate

Alumni

What has been done since July 2011?
• Close collaboration with NIU Alumni Association and University Honors alumni affinity group; multiple meetings each semester
• Established new University Honors Outstanding Alumni Award; selected 2012 and 2013 recipients
• Alumni award luncheon and ceremony
• Established Alumni Council presence at Honors Day recognition ceremony
• New University Honors alumni events – Joanne Ganshirt Award event, Cantigny recruitment event, Farewell to Douglas Hall event
• Continued University Honors presence at homecoming
• University Honors students continue to be central participants in Alumni Association’s alumni mentoring dinners

What needs to be done or could be done?
• Organize University Honors alumni event for Colleen McLaughlin in fall 2013
• Create an alumni mentoring network
• Establish young alumni events; involve alumni in professional development workshops/panels for current students
• Establish a University Honors Advisory Council or Board, which includes but extends beyond alumni
• Integrate more University Honors alumni in program’s events for students

Budget

What’s been done since July 2011?
• Worked with other units to fund University Honors needs (e.g., SOUPer Wed – Housing & Dining; recruitment video – Office of Admissions; appreciation reception – Office of the President; Cantigny alumni and recruitment event in fall 2011 – Alumni Association; Ganshirt Award reception and Farewell to Douglas Hall event – Alumni Association; 50% of
alumni award reception – Alumni Association, brochure and other printed recruitment materials – University Relations)
• Worked collaboratively with Office of Scholarships to help students in financial distress
• Established course buyout option
• Secured a significant on-load teaching resources
• Secured annual 134% increase in course funding and course enrichment funding; doubled the number of stand-alone University Honors courses for the 2012-13 academic year and beyond
• Secured significant “Infrastructure Funds” to fund new Honors course offerings with increases in FY13 and FY14
• Secured significant Strategic Planning funds to fund Honors Course offerings
• Faculty teaching stand-alone Honors courses invited to apply for up to $500 in course enrichment funds in fall 2011, spring 2012, fall 2012, and spring 2013
• University Honors is not spending $24,000 per semester (or $48,000 per year) out of “02” funds that it used to devote to Honors course stipends

What needs to be done or could be done?
• Establish a permanent course budget for the University Honors Program
• Convert current Strategic Planning initiatives – Jason Goode’s position, doubling of Honors-only courses, Global Leadership and Philanthropy Camp, University Honor Summer Scholars Program, and Honors-only Provost’s Study Abroad Travel Grants to permanent, sustainable programs
• Convert current Vision 2020 initiatives – Montreal and The Hague study abroad programs – to permanent, sustainable programs
• Once Vision 2020 course transformation funding is fully expended, reinstitute University Honors Summer Improvement Grants for faculty as “02” budgetary allocation/expense
• Continue to participate in discussions led by the Dean of CVPA on the possible establishment of an enrichment fee

Communication/Program Promotion

What has been done since July 2011?
• As part of a branding effort, deliberate use of “University Honors” and “University Honors Program” rather than “Honors” and “Honors Program.”
• Adopted of a new University Honors Program tagline and motto: Tradition, Excellence, Community
• New, improved, and significantly expanded website (including transition to the university’s new shell, new structure, new content, updated pages, many new pages, appealing photos and videos; website continues to be upgraded and updated
• Secured more prominent placement of University Honors Program links on the University’s web pages
• Developed and issue news articles about program highlights at regular intervals
• Worked with NIU Media Services to produce a number of University Honors-related videos
• University Honors television spot/advertisement
• New program brochure with student profiles from all of NIU’s colleges and major demographic groups
• New *University Honors Difference* pamphlet (based on *Northern Now* article)
• Development of small “Honors Eligible? ” button/link that can be added to campus partners’ websites
• University Honors shirts for administrative team, student staff, and key campus partners
• University Honors promotional items – gold stress stars and license plate holders

**What needs to be done or could be done?**
• Secure agreement of campus partners to post the new “Honors Eligible?” button/link on their websites
• Design and order shirts for 2013-14 student staff
• Update program’s promotional video to include new AVP, new receptionist, and Jason Goode and perhaps more of a focus on transfer students
• Annual newsletter for alumni friends
• Semester or quarterly electronic newsletter and/or annual report to campus community
• Revamp alumni page on website (really the only area that has not been upgraded)
• Share weekly listserv message with key campus partners
• Honors Day/University Honors celebrating excellence brochure that highlights the year’s student and program achievements
• Upgrade alumni page on website
• Host HCIR conference
• University Honors administrative team and NIU Honors faculty present at NCHC conference
• AVP for University Honors serves as a national officer in NCHC
• Student and administrative team and/or faculty presentations at NCHC conference

**Courses**

**What’s been done since July 2011?**
• Launch of a significantly expanded set (doubling relative to 2010-11) of University Honors stand-alone courses for 2012-13 and 2013-14 with an emphasis (two-thirds of offerings) on General Education courses
• Secured 134% increase in course funding and course enrichment funding; doubled the number of stand-alone University Honors courses for the 2012-13 academic year and beyond
• Secured significant “Infrastructure Funds” to fund new Honors course offerings with increases in FY13 and FY14
• Secured significant Strategic Planning funds to fund Honors Course offerings
• Faculty teaching stand-alone Honors courses invited to apply for up to $500 in course enrichment funds in fall 2011, spring 2012, fall 2012, and spring 2013
• Established new policies related to stand-alone University Honors courses, including flat rate overload teaching stipend
• Established course buyout option
• Secured a significant on-load teaching resources
• Important arrangement reached with dean of the College of Liberal Arts and Sciences regarding on-load and overload offerings
• Significant effort to ensure academic departments assign top teaching faculty and staff to University Honors courses
• Significant efforts related to course promotion – course preview nights, newspaper advertisements, new course webpage, contacts with college advising teams, course bulletin board, etc.
• Development of three University Honors Themed Learning Communities (TLCs) with two TLCs being offered each fall semester
• Diversified course offerings in terms of participating academic units, faculty, and course titles/topics
• Strong communication with faculty and department chairs/directors on course-related matters
• Collaborated with University Libraries to create UNIV 105-Honors sections
• Collaborated with First-Year Experience to create UNIV 101-Honors sections
• Secured $38,400 in course transformation funding (Vision 2020 initiative)
• CEET mini-section course improvement workshop in development

What needs to be done or could be done?
• Ensure LA&S course funding agreement reached with Dean McCord remains in place
• Establish a permanent course budget for the University Honors Program once Strategic Planning funds end
• Establish Honors course evaluations or devise a means of collecting such data from academic departments
• Find an arrangement to bring stand-alone College of Business courses into the University Honors schedule of classes

Departments, Colleges, and Campus Partners

What’s been done since July 2011?
• Extensive ambassadorial work/outreach with university community with an emphasis on college deans, associate deans, college senates, college advising deans, and key partner offices (e.g., Office of the President, Office of the Provost, University Relations, NIU Foundation, Alumni Association, Office of Admissions, Scholarships Office, Housing & Dining, Intercollegiate Athletics, Division of International Programs, Office of Student Engagement & Experiential Learning, Asian American Center, Center for Black Studies,
Promoted customized honors education for juniors and seniors in colleges with significant curricular constraints, which have traditionally stood as impediments to the completion of University Honors requirements
- Development and curricular approval of new, customized CEET-University Honors Program; program effective August 2012
- Assigned 50% of University Honors fellow’s time to CEET Honors coordinator
- Opportunity to propose Honors course transformation institute offered to CEET
- Initiated discussions and planning with College of Education (multiple meetings; no meaningful progress)
- Raised concept customized honors program with the College of Business (dean is receptive, but CBUS is now able to proceed at this time due to resource constraints)
- Raised customized honors program with the College of Health and Human Sciences
- CHHS is interested in further discussion of a school by school model; the School of Nursing is especially interested
- Raised customized honors program with the College of Visual and Performing Arts; CVPA is interested in a school by school model

At the Provost’s direction, launched a new University Honors Steering Group composed of a chair and director from each NIU undergraduate college
- Strong support of LA&S External Programming events, workshops, and camps
- Established practice of sharing lists of University Honors students with each college and department in the fall semester and spring semester
- Extensive collaboration with College advising teams during summer orientation period

What needs to be done or could be done?
- Continue to build an honors culture on campus
- Establish a network of University Honors faculty liaisons in academic departments
- Collect or ask R&R to generate lists of department honors graduates
- Consider establishing one University Honors graduation award for each undergraduate college
- Pursue more co-programming opportunities with colleges
- Reach out to faculty through department meeting presentations
- Assistant with the development of some department honors programs
- Consistent with the university-level workload policy, encourage academic units to integrate honors education into their bylaws and faculty evaluation processes and/or work with colleges to award “Honors” dean’s points during annual evaluation process
- Ensure Office of the Provost recognizes and rewards departments and colleges who participate significantly in honors courses as opposed to these units being penalized for low credit hours production tied to honors education
Development/Fund-raising

What's been done since July 2011?
• Rachowicz matching gift of $50,000 in summer 2011 (10,000/year for five years)
• Launch of the Rachowicz Giving Challenge (exceeded its first year goal)
• Special event to recognize and thank Earl and Cindi Rachowicz
• Creation of an Honors-only Telefund calling pool
• Presentations to telefund callers
• Over 130 new donors in 2011-12
• Secured “college” status from NIU Foundation
• Assignment of Honors Program’s first development officer
• Gift for annual lecture series ($24,000 over three years; funds not used for lecture series goes to scholarships)
• Two new, major scholarship gifts
• Foundation has set scholarship GPA criterion at 3.2 (consistent with Honors Program admission requirement)
• University Honors is one of two primary beneficiaries of the McKearn gift for McKearn Summer Fellows program; all 10 student participants for summer 2013 are University Honors students
• Associate Vice Provost has participated in prospect meetings
• Two University Honors tables at 2013 Red & Black gala
• Donor sought to name and expand University Honors Summer Scholars Program (underway)

What needs to be done or could be done?
• Arrange for University Honors Fellows to participate in Red & Black gala
• More scholarships agreements/funds for incoming and continuing students (Priorities should be shaped in response to university’s scholarship strategy. Will NIU continue the academic merit scholarship strategy that it has pursued in FY12 and FY13?)
• Funding to continue some current Strategic Planning initiatives – Global Leadership & Philanthropy Camp, study abroad travel grants, and University Honors Summer Scholars Program
• Establish an engaged learning fellowship fund to support students’ research and artistry endeavors and conference travel, study abroad, leadership development, non-paid internships, etc. This resource could be used to replace or expand EYE Grant funding, which is currently covered by “02” budget
• Funding for visiting honors scholar in residence
• Funding for faculty development/improvement grants
• Funding for a leadership development seminar or conference
• Funding for endowed chair to enable a faculty member to teach, research, and administer on a full-time basis with the University Honors Program
• Funding for endowed chair for AVP for University Honors
• Funding to endow and name program
• Funding for new building – University Honors Center
Faculty Support

What's been done since July 2011?
• Strong communication/information sharing with University Honors Committee
• Improved, more user-friendly forms for capstones, mini-sections, in-course contracts
• Adopted new Honors mini-sections and in-course contract guidelines
• Improved faculty page on University Honors website
• Drafted new criteria and guidelines for University Honors Great Professor Award to increase campus awareness, elevate the prestige of the award, and enfranchise more individuals in the selection of the award.
• Course enrichment funding allocated each semester
• President’s annual University Honors appreciation reception
• Thank you letters from Associate Vice Provost of University Honors to all campus partners and faculty who have delivered stand-alone courses, mini-sections, Capstone advising, and in-course contracts
• Diversified faculty and staff who participate in freshman retreat at Lorado Taft Field Campus; small gift to each participating faculty or staff member

What needs to be done or could be done?
• Continue to build an honors culture on campus
• Establish Honors faculty status (underway)
• New University Honors Program handbook (underway)
• Honors faculty orientation, information sessions, and/or workshops, including “An Introduction to University Honors” session for new faculty
• Make presentations at department faculty meetings; this process has just started with Geography, Nursing, and Speech Pathology.
• Need to inform and integrate NIU’s newest faculty members
• Establish an Honors faculty awards event; could collaborate with Mortar Board Honors Society
• Become a sponsor of Mortar Board’s “Last Lecture” event each academic year

Global Learning

What’s been done since July 2011?
• University Honors Provost’s Study Abroad Travel Grant program
• Competing Global Perspectives Themed Learning Community
• Short-term study abroad program in Montreal
• Short-term study abroad program in The Hague
• Development of Honors study abroad assessment rubric
• Study abroad information sessions delivered by International Programs or faculty directors of individual programs
• Co-sponsorship of annual Phi Beta Delta Honor Society for International Scholars lecture
• Strong support of Phi Beta Delta, including many University Honors student nominations and devoting a portion of one Honors student staff member's time to Phi Beta Delta matters
• Promotion of International Program’s “Freshman to Fulbright” roadmap
• Global Leadership and Philanthropy Camp for high-achieving high school students
• NIU Today articles and student profiles on website featuring Honors student who have studied overseas

Personnel, Program, Office/Space Issues

What's been done since July 2011?
• Sought to create and sustain a real administrative “team” approach at University Honors
• AVP for University Honors shared his leadership philosophy and managerial approach
• Instituted weekly staff meetings (including “go around the table” practice; open door policy with colleagues; all colleagues consult regularly if not daily; exceptionally strong commitment to transparent and consultative decision making
• Completed an office-wide assessment of responsibilities, division of labor and staffing needs; clarified policies and procedures
• Diversified administrative team with Goode, Perez (subsequently resigned), and Segundo
• New Assistant to the AVP for University Honors Position
• Supported professional and educational development of the administrative team
• Three new faculty advisers – Ballantine (Honors House), Changnon (Honors House), and Krueger (Honorable Mentions) – and Alumni and Development Liaison (Castle)
• Established cost-effective strategy of rotating who from the administrative team attends the national conference (NCHC) each year
• New Joanne Ganshirt Award for Outstanding Service to University Honors to honor office manager’s 25 years of meaningful contributions to the University Honors Program
• Completed office security review
• New internal database
• Made changes to student staff – job titles, training, expectations, how Honors House Leaders are funded, selection process, etc.
• Office upgrade: some painting, new wall logo with tagline, signage on glass outside office entrance, photographs of University Honors students throughout office, display case for program’s plaques, new bulletin boards and information rack, wiring in student computer area, rearranged and tidied up office’s “look”, student art gallery in Capstone Library (underway)
• Adopt guidelines for the selection of future recipients of the Ganshirt Award (underway)

What needs to be done or could be done?
• Relative to other honors programs of its size around the country, administrative team is small. It should be expanded.
• Upgrade Dr. Cisneros from assistant to associate director

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Given expansion of duties tied to upgrade of director’s position and the growth of the program (including budgetary work), Joanne’s office manager position merits upgrading
• Need a full-time academic advisor
• Need to add a rotating University Honors faculty fellow position
• Improve, expand, and implement assessment plan
• Work with R&R to simply and improve data management; first meeting has been held
• Address smart classroom sound issue
• Find more quiet study space for University Honors students, especially those who might commute students without a home base on campus in Campus Life Building and/or other campus buildings (e.g., college honors lounges, designated library space, etc.)
• Paint some areas of office
• Add video monitor in reception area to highlight programming and academic opportunities
• Replace chairs in smart classroom (nearly 20 years old), fix some of the table legs in the smart classroom
• Create an area to highlight the program’s history and “tradition”: past directors photographs, photos of key events/developments, old program items, etc.
• Officially name space: University Honors Center

Recruitment

What’s been done since July 2011?
• Number of Honor students has grown by 10%
• Number of minority students has risen by 55.2% and now stands at 23% of the University Honors population
• Entering University Honors freshmen class of 2016 is the largest since 1987 – 226 freshmen with an average ACT score of 29, average high school GPA of 3.94, and average percent rank in class of 88%; recruited 104 transfer students with an average GPA of 3.66 for fall 2012
• Dramatically reduced percentage of Honors freshmen admitted on a provisional basis by 35%
• Similar data expected for incoming University Honors freshman class of 2017
• University Honors Program accepts every invitation it receives from the Office of Admissions or other campus partners to present at prospective or new student events
• Secured the support of the University Scholarships Committee to adopt an auto-awarding scholarship process to expedite scholarship offers to eligible students who apply to NIU, making NIU far more competitive with its peer institutions
• Established a prospective student campus visitation policy and procedure
• New, high-quality University Honors Program video (fall 2011); updated (fall 2012)
• Held first ever University Honors alumni-new student recruitment event at Cantigny Park
• Development of new recruitment materials (see Communication/Program Promotion section)
• Drafted recruitment material for Admissions and Scholarship offices
• Strong communication and collaboration with the Office of Scholarships
• Launch of Global Leadership and Philanthropy Camp for high-achieving high school students (Strategic Planning initiative); camp delivered in summer 2012 and slated for summer 2013
• New University Honors pieces for New Students Opportunities booklet and the Northern Star’s Welcome Back edition.
• University Honors-Intercollegiate Athletics partnership
• Outreach to and collaboration with NIU’s ethnic diversity centers
• Instituted an admissions wait list for the first time
• University Honors Fellows visited their high schools during the winter break

What needs to be done or could be done?
• Secure expansion of McKearn Fellows program and use it as a recruitment tool
• Work with academic departments to contribute scholarship funds for the recruitment and retention of University Honors students
• Convince Student Affairs & Enrollment Management to be more forthcoming with information in effort to create a more collaborative, strategic recruitment plan for high-achieving students
• Continue to reach out and collaborate with NIU’s ethnic diversity centers; stronger ties are needed with the Center for Black Studies
• Establish a practice of jointly signed/issued recruitment (invitation) letters with Intercollegiate Athletics, the three ethnic diversity centers, and Military Student Services
• Work closely with director of Military Student Services once new director is in place; there are many points for possible collaboration and co-programming
• Weaknesses of some units in Student Affairs & Enrollment Management negatively impacts University Honors capacity to recruit
• Make sure there continue to be multiple entrance ramps to the program; find new avenues
• Work with Admissions on targeted communications to high-achieving transfer students
• Develop an effective recruitment/course articulation strategy with the top 10 community colleges who feed students to the University Honors Program; work closely and collaboratively with community colleges who have their own honors program and ensure that community college honors credit counts toward Lower Division Honors at NIU
• Develop an effective recruitment/course articulation strategy with the top high schools who feed students to the University Honors Program and consider outreach to other high schools with strong academic reputations
• Consider Honors-only recruitment events

Student-Centered Initiatives

What’s been done since July 2011?
• Secured move of the University Honors House living-learning community to the state of art New Residential Complex; promised up to 200 beds each academic year
• Upgraded student computer lab
• Designated Honors Capstone Library as quite study space
• Secured approval to shift traditional University Honors freshmen tuition waivers to reward academic excellence and address the financial need of continuing University Honors students
• Launched new University Honors scholarship and tuition waiver online application, selection procedures, and selection committee (subcommittee of University Honors Committee), presentation/reception event (This year it was focused around the campus visit of Jaron Lanier.)
• Scholarship information sessions/workshops
• A range of new programming opportunities
• Renamed and expanded the number of student staff positions (University Honors Fellows)
• Peer Mentor Program
• University Honors Summer Scholars Program launched – including program structure, procedures, application, selection criteria, webpage, student blogs, selection of 2012 scholars, selection of 2013 scholars, etc. (Strategic Planning initiative)
• University Honors Study Abroad Travel Grant Program (Strategic Planning initiative)
• Discovering Montreal, Canada short-term study abroad program
• Major emphasis placed on global learning, including but not limited to Peace, Justice, and the International Community short-term study abroad program in The Hague, The Netherlands (see separate section in this document)
• New honor society liaison function within University Honors Program
• New Juried Art Competition; awards presentation and reception event
• Re-launch of Honorable Mentions online publication under the supervision of a new student board and a faculty advisor
• Drafted and secured approval of bylaws for a New University Honors Student Advisory Council
• Supported launch of the Latino Resource Center’s Adela de la Torre Honor Society; co-sponsored induction ceremony/reception in 2012 and 2013
• Co-sponsored Center for Black Studies’ John H. Clarke Honor Society in 2013
• Provided advice and information to the Asian-American Center on developing an honor society
• New annual University Honors Lectures Series
• Co-sponsored annual Phi Beta Delta lecture in 2012 and 2013
• Student focus groups
• Significant collaboration with Office of Provost, OSEEL, and Alumni Association to design and deliver new McKearn Summer Fellows Program; all 10 participants for summer 2013 are University Honors students
• Strong promotion of Research Rookies and Undergraduate Research & Artistry Day
• Continue policy of free printing in the University Honors Center
• New Upper Division graduation stole
• University Honors students highlighted as a group in commencement bulletin

What needs to be done or could be done?
• Make sure student advisory council is fully launched during the 2013-14 academic year
• Establish a student-run/faculty advised research and artistry journal
• Electronic submission of Honors Capstones
• Secure lounge space in New Residence Complex or nearby
• Consider adopting a theme or focus for an element of programming that would become a mark of distinction for the University Honors Program
• Create an Honors Capstone presentation/poster display event – could be separate University Honors event or part of Undergraduate Research and Artistry Day; posters could be displayed at program’s Honors Day recognition ceremony
• Find a venue to allow December graduates to present/display their research and artistry
• Make more Honors freshmen and sophomores aware of national scholarships and awards by freeing up Jason Goode to emphasize this dimension of his position
• Establish a leadership development seminar
• Establish a women’s leadership conference or collaborate with campus partners who presently deliver similar events
• Create a regular University Honors student presence at athletics events through a new University Honors “Bleachers Creatures” initiative
• Create a regular University Honors student presence in intramural sports by forming teams for various leagues and competitions
• Pursue and support more joint programming with campus partners
• Consider the development of a University Honors calendar with months dedicated to different types of Honors students, colleges, constituencies and build events and opportunities around this monthly theme
• Expand student focus groups and establish exit/graduation surveys
• Help establish a freshmen honor society on campus
• University Honors presence at new student convocation, including platform party representation and highlight of one or more University Honors students (inspiring role models of excellence)
• University Honors presence at commencement; AVP for University Honors should be a part of the platform party; script should refer more explicitly to University Honors students; encourage University to address graduation stole proliferation at commencement, which detracts from the academic achievement of University Honors students; ensure ceremony is a dignified celebration of academic achievement
• Secure approval to have Lower Division Honors listed on the diploma (not just the transcript)
Basic Characteristics of a Fully Developed Honors Program

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

3. The honors director reports to the chief academic officer of the institution.

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

5. The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.
10. The program has a standing committee or council of faculty members that works with the
director or other administrative officer and is involved in honors curriculum, governance,
policy, development, and evaluation deliberations. The composition of that group
represents the colleges and/or departments served by the program and also elicits support
for the program from across the campus.
11. Honors students are assured a voice in the governance and direction of the honors
program. This can be achieved through a student committee that conducts its business
with as much autonomy as possible but works in collaboration with the administration
and faculty to maintain excellence in the program. Honors students are included in
governance, serving on the advisory/policy committee as well as constituting the group
that governs the student association.
12. Honors students receive honors-related academic advising from qualified faculty and/or
staff.
13. The program serves as a laboratory within which faculty feel welcome to experiment
with new subjects, approaches, and pedagogies. When proven successful, such efforts in
curriculum and pedagogical development can serve as prototypes for initiatives that can
become institutionalized across the campus.
14. The program engages in continuous assessment and evaluation and is open to the need for
change in order to maintain its distinctive position of offering exceptional and enhanced
educational opportunities to honors students.
15. The program emphasizes active learning and participatory education by offering
opportunities for students to participate in regional and national conferences, Honors
Semesters, international programs, community service, internships, undergraduate
research, and other types of experiential education.
16. When appropriate, two-year and four-year programs have articulation agreements by
which honors graduates from two-year programs who meet previously agreed-upon
requirements are accepted into four-year honors programs.
17. The program provides priority enrollment for active honors students in recognition of
scheduling difficulties caused by the need to satisfy both honors and major program(s)
requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC
Board of Directors on November 23, 2007; further amended by the NCHC Board of
Directors on February 19, 2010
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 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.

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