Honors Council

Minutes

April 12, 2019

Approved 12/6/19

**Present:** Julie Campbell, Emily Chiarello, Justin Chhoeun, Jeremy Jenkins, Sara Keene, David Mancol, Rocío Rivadeneyra

1. The meeting convened at 1:00 p.m.
2. **Introductions**
3. **Approval of Minutes** A motion to approve was made by Keene. Motion was approved (unofficially).
4. **Honors Strategic Plan** Rivadeneyra introduced a draft of the Honors strategic plan, last updated 6 years ago. This plan was created during the Honors staff retreat, started in 2018, and revisited most recently on April 8th, 2019. Rivadeneyra wanted to bring this draft to the Council since this is made up of students and faculty and all have a vested interest. This plan is mostly for internal use, could potentially be posted to the website. Honors staff has chosen the title “Engage. Customize. Excel.” Jeremy asked if core values are in order of importance. Rivadeneyra responded that they were in some order of importance but they were all seen as important. Mancol asked how many dimensions of Honors Learning there are now. When he began there were only five, but now there are six. Some of the dimensions are overlapping with the core values in this plan, some of the values are similar but there is some distinction. Chiarello asked if there is a way for each dimension to be represented in each core value. Rivadeneyra responded that each dimension except for Interdisciplinary Learning is represented. There was a discussion to swap out “marketable” to transferable. Keene suggested to combine bullet point 2 and 4. Rivadeneyra responded we were trying to keep them separate for planning purposes and to be able to discuss and achieve goals each year. Chiarello replied that the second bullet point is more focused on immediate goals while in college, while the fourth one is more forward thinking for when students are on the job market. Jenkins noticed the first bullet point is very wordy – could this be cleaned up or separated? The group discussed how to restructure the sentence so that it is clearer.Rivadeneyra asked if we should keep both culturally and ethnically diverse or are the terms too similar? Campbell asked if these distinctions are going to matter, if this is mostly an internal document. The evidence seems to be clear for each of them. Jenkins asked how we quantify highly motivated? Rivadeneyra responded that we decide this through our admissions process which includes looking at their GPA, standardized test scores, and essay responses to some prompts. Chiarello asked if SAT is going to be the standard going forward, will we continue to look at both SAT and ACT? Yes, we will look at both. Jenkins asked if bullet list should follow the order of the core values. He also pointed out that even though it is an internal document, faculty do look at plans to determine what goals are being met and what still needs to be worked on. Keene asked that in the first two paragraphs, transferable and marketable skills are both used, should they be consistent? Rivadeneyra said yes, we should choose one, and it should be less marketing oriented and more about learning outcomes.

1. **Diversity and Equity Task Force** Rivadeneyra introduced the idea of a Diversity and Equity task force. This idea was inspired from conversations at the National Collegiate Honors Council conference. How do we make Honors education more accessible to everyone? How do we create a program everyone feels a part of and is inclusive to all? Rivadeneyra and staff attended many sessions on how this has been working at other institutions. How can we use our privilege as Honors to do good? How can we use it to make change? Rivadeneyra mentioned that our new dimension, Intercultural Competence, is a way to start the conversation, but thinks we can do more. The idea of a diversity task force has been put forth, but how can we do this? What should the goal be? What will it look like? Keene responded this is a great idea, does ISU have anything in their core values that we can align ourselves with? Rivadeneyra responded that yes, ISU’s second core value is Diversity and Inclusion. She also made the point that we want to highlight diversity and equity, to show that not only bringing in a diverse population of students, but that they are valued and an important part of the community. Not only culturally and ethnically diverse students, but also other types of diverse backgrounds such as non-traditional students. Keene responded positively that as a non-traditional student she did feel valued and included. Chhoeun mentioned that he would like to see an actual action plan for how they are being inclusive with their diverse students, there is not a lot of actual work he can see. If there’s a way to gauge how these students are feeling that would help the intention of the task force. Rivadeneyra mentioned that hopefully students will self-identify to be a part of this group. Jenkins mentioned that many times students who start RSOs is because they feel their representation is lacking. Honors does not have our own RSOs. Who should be part of this group? Campbell volunteered to be a part of the group. Keene suggested that faculty should have a presence so that groups can have some guidance, including other programs on campus. Rivadeneyra noted that the task force can really make a huge difference in making the Honors Program a leader in equity on campus. We can use our position of privilege to create change. Jenkins noted that students are more comfortable talking to other students, though faculty are valued.
2. Rivadeneyra thanked students for their service, since this is the last meeting of their year of service on the council. Meeting was adjourned at 2:05PM.