

Illinois Tech Honors Program Proposal

Honors Development Committee

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Summary

The Honors Program is intended to complement the current student research and intellectual curiosity. The program will focus on providing students with a framework to navigate their extra and co-curricular activities and recognize their research and creative efforts. It has a foundation of ongoing intellectual curiosity which culminates in a high-quality student project under the mentorship or supervision of a faculty member.

An Honors program enables Illinois Tech to highlight and support undergraduate research and cultivate community for students invested in research and cross disciplinary intellectual curiosity. Undergraduate research correlates strongly with university rankings, recruitment, and retention, and supports faculty research initiatives.

Rationale

Mission: The Illinois Tech Honors Research Program provides a space for incoming and current undergraduate students to build self-efficacy and confidence through opportunities in research, academics, and service-learning activities.

The mission of the Honors Research Program is to elevate students' own curiosity, development, and motivation. As such, motivated students in good academic standing will always be welcome into the program, rather than a top-down invitational approach.

Students are looking for honors activities and through focus groups, have identified the following areas of interest:

- Want to work in cross-disciplinary groups

- Want to be more engaged in co-curricular or extra-curricular activities and have those “count”
- Have opportunities to do a research or creative project, but they did not like that it might be limited to their degree.
- Want to receive recognition for their activities as a scholar through an honors cord at graduation, an honors certificate, a linkedin badge, or something similar.

The National Collegiate Honors Council notes the power of an honors program in creating inclusive excellence while increasing the support and retention for students. They write in their “NCHC Shared Principles and Practices of Honors Education” document the following:

Mission Alignment

The honors program or college aligns itself with the mission of the institution, responds to its strategic plan and core values, and embraces student-centered practices while actively welcoming diverse faculty, professional staff, and students into its community.

- It employs program-wide goals and student learning outcomes that further its own clearly articulated mission to serve its diverse student population while also supporting the overall aims of the institution.
- Honors programs and colleges routinely develop and revise their program/college missions and strategic plans to ensure alignment with institutional planning and goal setting, including the development of a diversity strategic plan that reflects the mission and values of the institution in this area.

Strategic Partnership

The honors program is part of the institution’s strategic planning process because it can play a key role in advancing institutional goals around enrollment, yield, retention, and graduation rates; enhancing institutional prestige through student achievement; supporting innovative pedagogy across units; sustaining campus-wide diversity, equity, and inclusion efforts; and advancing alumni engagement, among other crucial strategic objectives.

- An institution looking to emphasize innovative teaching strategies might invest professional development dollars in the honors college or program because its faculty are typically drawn from across the institution and thus can carry these innovations back to their home units.

Inclusive Excellence

The honors program provides a locus of visible and highly reputed standards and models of inclusive excellence for students, faculty, and professional staff across the campus. It strives to serve undergraduates drawn from all of the many campus communities and explores practices that allow it to reach the broadest and most diverse populations.

- As stated in NCHC’s Diversity and Inclusion Statement, honors education “supports and values inclusive excellence by promoting educational equity and non-discriminatory practices. As an organization of institutions, honors educators, students, and staff, it is our responsibility to promote the inclusion and success of academically motivated and high-potential learners from all communities,

understanding that each of us holds varied, intersectional identities. We make inclusive excellence possible by understanding that differences between and among us are strengths. In response to historical, cultural, and institutional restrictions that have limited student access to honors education and the hiring of diverse faculty and staff, the NCHC is committed to modeling best practices in inclusion, and to using inclusive leadership strategies, research, and partnerships with other organizations to help honors colleges and programs pursue honors practices and programs that serve and empower all communities.

Proposed Program and Engagement Opportunities

The Illinois Tech Honors Program forefronts intellectual engagement and curiosity, culminating in a substantial research or creative project. Engagement in the Honors Program requires the student to do the following:

- Continuously engage in honors research program sponsored/approved events during the academic year including, but not limited to:
 - Elevate sponsored programs or research
 - Experiential learning activities with peers and faculty
 - Service-learning opportunities through the Office of student Life
 - Honors Senior Research Symposium
 - Activities sponsored by other Illinois Tech programs (EX: Leadership Academy)
 - Scholarly activities in departments (e.g., colloquia, guest speakers, research groups, etc)
 - Extra-curricular activities incorporating existing partnerships, including the City of Chicago
- Complete an honors thesis or project, comprised of research or expression in a field of interest

Continuous engagement will be recorded through the years that a student is enrolled in the Honors Program through an appropriate platform, such as Sutable. For tracking purposes only, the honors consortium will assign points for different activities, with most activities receiving 10 points for engagement. Students are able to earn additional points through a reflective essay, addressing questions given from the steering committee. Significant activities, such as study abroad or an honors thesis or project will receive 20 points. We are asking that all students accumulate at least 40 points through the course of each year that they are an honors student.

Heuristics:

1. Students should ideally interact with the program at least twice a semester. Goal isn't just that they fulfill an obligation, but that they form a community together.
2. Honors activities must be open to students from any program or major.

3. As a general rule, students should earn 50 points per year or 25 points per semester at minimum; however, they should be encouraged to participate and engage as much as they wish to. We ideally want multiple touchpoints with students every semester.
4. Activities should be focused on academic inquiry and exploration to emphasize programmatic focus on curiosity. This is, in some ways, a process based rather than outcomes based approach.
5. Whenever possible, have some access for students not in honors for events – this way, they can become pathways in for students who didn't know about the program or who had not thought about themselves as academically exceptional before.

Points are generally 10 points per up to a full day event, 20 points for a multi day event. Honors thesis is 1 point per semester. Points help track minimum touch points; they do not precisely account for time invested. Students can earn extra points. Any student can engage in more and collect evidence of more activities.

A sample student journey might look like this for a first-year student, nominated through UG admissions:

- Year 1:
 - Honors Welcome Orientation, half day (10 points)
 - Art Club of Chicago Honors Excursion, half day plus essay (15 points)
 - College of Computing AI panel, 1 hour plus essay (15 points)
 - High school weekend chemistry workshop, half day (10 points)
- Year 2:
 - Research poster presentation, half day (10 points)
 - Leadership workshop sponsored by Leadership Academy, half day plus essay (15 point)
 - Ethics Center Symposium , half day (10 points)
 - College of Arch talk on Medieval Architecture, 1 hour plus essay (15 points)
- Year 3:
 - Fall study abroad (20 points)
 - American Writers Museum Honors Excursion, half day plus essay (15 points)
 - Design thinking workshop, half day plus essay (15 points)
- Year 4:
 - Honors thesis or project, both fall and spring (20 points)
 - Bibliographic Research Workshop, 1 hour plus essay (15 points)
 - Fermi Lab Honors Excursion, half day plus essay (15 point)

A student who transfers in or joins the honors program later in their undergraduate studies (yet still has 45 credits remaining in their program) might look something like this:

- Year 3.5:
 - Ethical Games Conference at Loyola, 2 days (20 points)
 - Museum of Science Honors Excursion, half day (10 points)
 - Design thinking workshop, half day plus essay (10 points)
- Year 4:
 - Honors thesis or project, both fall and spring (20 points)
 - Bibliographic Research Workshop, 1 hour plus essay (15 points)
 - Fermi Lab Honors Excursion, half day plus essay (15 point)

The entrance point of any honors student starts activities from that point and does not need to “make up” previous points.

For existing activities that include compensation (e.g. Armour R&D) or can count for credit :

- Students need to perform additional work related to, but not part of, the original project in order to count toward Honors program points, OR
- The opportunity could add a non-credit or non-compensated option to their activity that could then count toward Honors program points in addition to the base activity - this would be preferred where possible.

The Honors program fully embraces and supports the experiential-learning ideals of the Elevate program at Illinois Tech and directly supports the undergraduate research component of Elevate. When appropriate, Honors program activities can count toward Elevate, and Elevate activities can count toward the Honors program. We seek to integrate with Elevate as much as possible. In fact, we may want to consider students in the Honors program to be “Elevate Scholars” at some point in the future.

The Honors Project

All Honors Students are required to complete an Honors Project. The purpose of this project is to support a student in sustained inquiry regardless of area of study.

The Honors Project may serve as a way for a student to do in-depth research or creative work while at Illinois Tech. It may be in their major or discipline, or it may be a mechanism for them to develop research and/or creative skills while engaging with new topics that are not in their discipline. The project needs to be a substantial piece of work. It can be part of a larger project, or it can stand on its own. It is expected to culminate in a paper, a creative work, or its equivalent. Importantly, it needs to be of high academic quality and also demonstrate individual achievement and/or creativity.

Types of Projects that May be Considered Honors Projects

A student can join an existing project or lab, expand a course project into an individual research or other type of research or creative project, work with academic or non-academic units on campus, or work with community members. The only requirement is that a faculty member at Illinois Tech agrees to mentor the student to ensure appropriate scope and rigor for a non-credit-bearing undergraduate Honors Project. The

student and mentor must establish the Honors Project outcomes in advance, and the project should culminate in a form for public dissemination. Types of projects that could be a continuation of current Illinois Tech activities are included in Appendix B.

What may Not be considered an Honors Project

For-credit coursework such as an Independent Studies, and paid positions such as Research Assistant positions, may not be used as Honors Projects. However, an Honors Project might be developed as an extension of a topic developed in a for-credit course, or further develop an investigation initiated in a paid research assistantship or other paid position.

Initiating an Honors Project

The student initiates the Honors project, typically toward the end of the semester before the project will start. For most students, the Honors Project will take place during their final year of study.

To start an Honors Thesis or Project, a student needs to initiate the process. Students fill out a form (located in Appendix A) in coordination with a faculty supervisor. The questions that the student must answer attend to the following:

- Project type: type of project, sponsor, team or individual, etc
- Context: importance of project, timeliness, where it fits into larger conversations, etc.
- Deliverable: a model, research methods, results, a painting, a seminar paper, a book, etc
- Contribution: student's individual contribution and what others are doing.
- Project management: communication plan with mentor, with group, online communities, etc; authorship expectations; IRB
- Public Presentation: presenting the project to the public through research days, exhibition, performances, conferences, etc.

Once the project parameters have been approved by the mentor, the Honors Project will be assigned a 0-credit-hour course number for student registration. The faculty mentor will be assigned as the instructor (similar to an Independent Study). Completion of the Honors Project will be designated by a Satisfactory/Unsatisfactory grade (S/U).

It is expected that the student will devote one to two hours per week on their Honors Project over two semesters, or three to four hours per week over one semester. (40-60 hours total.)

Expectations for Honors Project Faculty Mentors (Memo)

You are being asked by a student in our honors program to serve as an honors research advisor. In order to help you understand your responsibilities, we have developed the following guidelines:

- The Honors Project may serve as a way for a student to do in-depth research or creative work while at Illinois Tech. It may be in their major or discipline, or it may be a mechanism for them to develop research and/or creative skills while engaging with new topics that are not in their discipline.
- The project needs to be a substantial piece of work. It can be part of a larger project, or it can stand on its own. It is expected to culminate in a paper, a creative work, or its equivalent. Importantly, it needs to be of high academic quality and also demonstrate individual achievement and/or creativity. For projects that are publishable or professionally presentable to a professional community, we ask mentors to help students navigate this process. Your role as an expert in this field is to help the student produce work deserving of an honors designation. This may entail helping the students develop appropriate information literacy, provide guidance to references, help the student revise and edit their work, and other directive tasks.
- Your approval of the finished project is your agreement that this is an acceptable honors project.
- Faculty are responsible for monitoring the quality of a project. We aim to promote the project as an opportunity for students to challenge their intellectual and creative abilities, so this is not intended as a gatekeeping mechanism to reward only the best students. It is to provide students with the opportunity and space to develop skills in research, creativity, and professionalization. We recognize that the project is being done in conjunction with other university and personal responsibilities, and so the project should be designed within appropriate constraints.

We appreciate your willingness to work with our students and give everyone who wants a chance to engage in research and creative expression. Our students are better because of our faculty's willingness to mentor the next generation.

Admission and Graduation Requirements

The Honors Program is intended to be an inclusive program that recognizes students who want to develop additional research and creative skills outside of their required plan of study. Because it is student-interest driven, the admissions process is designed to encourage and facilitate student initiative and goals. There are two pathways for admission into the Honors Program: 1) at the time of admission to the university or 2) as a current student of Illinois Tech. First-Year and Transfer Students are nominated through UG admissions, and current students can apply to join the Honors Program.

First-Year and Transfer Student Admission Process

Students are nominated for the program by Admission Counselors during the initial review of their application to Illinois Tech. Applicants are eligible if:

- o Full-time, degree-seeking students that are admitted according to the following deadlines for all students.
- o First-Year

- o February 1st (Regular Decision)
- o Transfer
 - o Fall start: March 15th
 - o Spring start: October 15th

First-year nomination criteria:

	Research/ Academic Experiences	Leadership/ Service Experiences	Academic
Criteria	Must have at least 1 experience below:	Must have at least 1 experience below:	Must meet ALL criteria below:
	<ul style="list-style-type: none"> • Experience working in a lab/ lab assistantship • Research experience • Participation in Science and/or Robotics fairs • Participation in high school honors programs (e.g. Beta club, National Honors Society) 	<ul style="list-style-type: none"> • Leadership role in a club/ extracurricular activity • Served as a peer mentor, tutor, or coach • Volunteer/ community service experience • Academic/life resilience: Serving in caregiver roles, holding part-time jobs, overcoming adversity, etc. 	<ul style="list-style-type: none"> • Admissible to Illinois Tech • Upward trend in academic performance (e.g. No Cs in the last two semesters) • Medium to High rigor (with an exception for students who attend a high school that does not offer honors curriculum options)

Transfer nomination criteria:

Academics	Academic Experiences	Extracurricular Experiences
Must meet <u>all</u> of the following criteria:	Must have at least 1 of the experiences below:	Must have at least 1 of the experiences below:
<ul style="list-style-type: none"> • Admissible to Illinois Tech • Upward trend in academic performance (cannot have any final grades of a C or lower in the most recent 2 semesters) 	<ul style="list-style-type: none"> • Experience working in a lab/lab assistantship • Research experience • Recognized for academic excellence by being on the Dean's list at the time of application • Member of Phi Theta Kappa (PTK) OR another Honors Society 	<ul style="list-style-type: none"> • Participation in extracurricular clubs/organizations • Volunteering or community service • Peer mentoring • Leadership role • Demonstrating academic/life resilience: Serving in caregiver roles, holding part-time jobs, overcoming adversity, etc.

Current Student Admission Process

Any current full-time, degree-seeking student at Illinois Tech can apply to the Honors Program through the website [that will exist]. All students:

- o Must be in good academic standing as maintained by academic affairs,
- o Have a minimum cumulative GPA of 3.0 in Illinois Tech courses at the time of application , and
- o Must have a minimum of 45 credits remaining before degree completion at the time of admittance into the Honors Program

Graduation Requirement

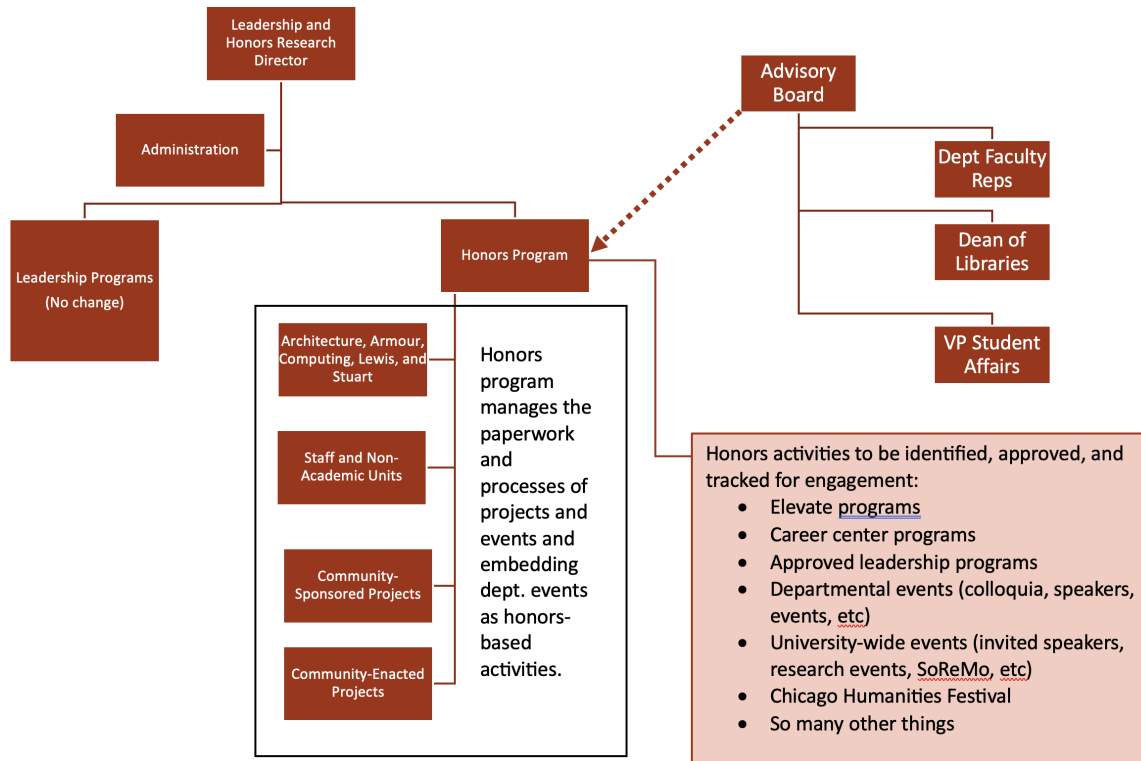
At the time of degree completion, for a student to graduate and be recognized for participation in the Honors Program, they must have a final cumulative GPA of 3.0 and have satisfied all of the requirements of the program. If an Honors Program student is on academic probation, the academic affairs team will work with students and their advisors to develop a plan for holistically supporting their student success and maintaining satisfactory academic progress throughout their time in the Honors Program and achieving the necessary milestones for degree and program completion. For example, this may include providing Honors Program credit for visiting the ARC and/or engaging in other academic student support activities.

Organizational Structure

The organizational structure supporting the Honors Program is designed to maximize student engagement, facilitate broad participation across all academic units of the university, and provide for an inclusive framework that supports the mission of the program. It consists of two primary entities:

- 1) The **Honors Program Steering Committee** - Comprising representatives from each college that offers undergraduate programs, student-facing organizations that support student outcomes and success, and student leadership representatives. The steering committee is responsible for defining the overall objectives and direction of the program, setting criteria for participation in the program, and articulating criteria for opportunities and activities that may be utilized as part of the program.
- 2) The **Administrative Support Team** - Under the direction of the Vice Provost for Academic Affairs, the academic affairs team is responsible for day-to-day execution of the Honors Program. This includes maintaining accurate records of program participants and their engagement with the program, collecting assessment data, supporting the steering committee with relevant data and overseeing implementation, and interfacing with other university offices and organizations to complement each other's efforts to support our students in their academic and career success. The team will also support a platform, such as Suitable, to track program participation and engagement.

The organization chart captures the expanded responsibilities of the previous director of Leadership Academy:



Leadership Programs: No change.

Advisory board: A policy-setting committee composed of undergraduate-focused representatives of each department, a representative from the Dean of Libraries, and a representative from the VP of Student Affairs. The advisory board defines categories of projects, fringe cases, etc. They share strategies or challenges across colleges. They discuss assessment and inform assessment criteria.

This next section is information only and captures what already happens in the leadership programs that already exist at Illinois Tech, currently under Honors Consortium Leadership and is for informational purposes only. NO PROPOSED CHANGES are included as part of this proposal:

Management	Executive Director		
Activities	Leadership Academy	Camras	Greer
Selection Process	LEAD	High GPA Markie will edit	Low income Low STEM Representation
Community Volunteering	10+ hrs / semester Mentoring	10-year commitment to literacy	

Proprietary Programming	Sophomore Retreat Alumni Events (Career Zooms/Homecoming) Student Voices LA Retreats Year End Launch	Scholarship Soiree	Exelon Summer Institute
Capstone Project	2nd Semester Sr. Yr.	Pillar Project	Not required
Scholarships	Full tuition (1st yr.) Initial award continues	Full tuition (1st yr.) Initial award continues	Greer Grant Elizabeth H. Wahlgren will provide
Mentoring	Executive Director, Program Manager	Arlen Moller	Zipporah Robinson
Housing	Designated Housing as available		

IL Tech Honors Program: *Groups*

Activities	Leadership Academy	Camras	Greer
Faculty Support	Executive Director	Arlen Moller	
Guidance	Semester Check-ins Career Coaching	Academic Affairs Staff	Zipporah Robinson
Special Events	Dinners: President/Provost Board Member Lunches: Business and Community Leaders	Scholarship Soiree Scholarship Symposium Pillar Project Presentations	Scholarship Soiree Frequently ESI contributors and TA
Shared Programs	Annual Leadership Retreat Monthly Seminars College Leadership Competition	Co-sponsor seminars with LA (New proposal)	ESI/Greer/CD co-sponsorship
Campus Outreach	Welcome Week Greek Life Student Organizations	Associate Academic Coaches and peer mentors	Associate Academic Coaches and peer mentors
Recognition	Leadership Certificate Leadership Stole Honors Program Stole	Leadership Certificate Honors Program Stole Honors Program	Leadership Certificate Honors Program Stole

	Honors Program Certificate	Certificate	Honors Program Certificate
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Appendix A: Honors Activities for Points Criteria Guide

This criteria handout will be used to guide the Illinois Tech Community in developing opportunities that can be incorporated into the Honors Program. These opportunities are available for students to explore outside of their major and truly develop academic and interpersonal curiosity. Opportunities can be developed by active Student Organizations, Academic Units, Functional Areas, and partners with Illinois Tech. Please note that these experiences must be led by an Illinois Tech Community Member (Faculty, Staff, Student).

Does Your Opportunity	Description	Examples
... Increase the participants Academic Curiosity?	These opportunities allow for students to learn from experts in any field. Events can include talks from invited guests for	Fourth Year Seminars hosted by the academic departments (EX: MMAE seminars)
... Engage participants to give back to the community?	Opportunities include service-learning and volunteering, especially within the Bronzeville Area. These opportunities can also bring attention to	Reading mentor for K-4 students through Elevate College Prep Out of the Campus Darkness Walk (Camras)
... Inform participants through dialogue or engagement in current world issues?	These opportunities can be supported through engagement in activities and events that are engaged in current world issues. Civic engagement, use of student voice, and ---	Attendance of Nobel Talks (Lewis College of Science & Letters)

<p>... Provide an interdisciplinary experience and opportunity to engage outside of the major?</p>	<p>These opportunities include events that allow for students to see real-world collaboration across the disciplines</p>	<p>Innovation Day Excursions to various partner institutes within Chicagoland (EX: FermiLab)</p> <p>Six leadership development seminars offered each year by the Leadership Academy</p> <p>Study Away/Study Abroad</p>
<p>... Promote application of foundational skills such as: leadership, collaboration, ethics, and wellness</p>	<p>Promotes the foundational skills for students' success and wellbeing often required for professional activities and lifelong personal growth</p>	<p>Completion of the Wellness Seminar Series</p> <p>Attendance of hands-on events through Career Services</p> <p>Second-Year Leadership Academy Retreat</p>
<p>... Allow for students to research, reflect, and refine on their research curiosity and skills?</p>	<p>Allows for students to engage in research under the guidance of a faculty member (or approved community member). This can be in support of the honors project or research done throughout the students academic journey.</p>	<p>Final Honors Project</p> <p>Other identified projects not fulfilling other courses or project activities where the student gains other forms of recognition (EX: SoReMo or Engineering One)</p>

Appendix B: Current Illinois Tech Activities that could be further developed into an Honors Projects and Honors Points

Honors Projects

	For Credit	For Money	Just Because
University Wide		SoReMo NSF REU Programs (Honors committee can put these people forward)	Kaplan things? Student organization conferences
Architecture	Independent studies	Arch summer research asst. for Asst Professors	Architecture Design competition; installation
Armour		Armour R&D Pritzker Res Math (Health-Theme) NSF REU programs (internal, external)	
Computing	Independent studies	SURE(Summer Undergraduate Research Experience), REU in Applied Math and CS	
Lewis	Independent studies initiated by students		Lab volunteers for research
Stuart			

University-wide things Honors Points

Elevate: Career Services Noon-Time Workshops

- The Power of Networking and Business Relationships
- Know Your Strengths—Using Your Strengths in the Real World
- What Do I Say? Communication and Presentation Skills
- Interviewing and Professional Etiquette in the Workplace
- Curiosity and the Power of Asking Questions
- Collaborating and Working Effectively With Diverse Teams (DEI)
- Critical Thinking, Problem Solving, and Creativity—Taking Initiative
- Agile and Adaptable—Cultivating a Growth Mindset with Resilience
- Creating a Successful Resume (recorded workshop)
- Creating a Successful LinkedIn Profile (recorded workshop)

Leadership Academy

- Six 2-hour interactive seminars conducted each year on varying topics

- These are designed to train leaders; giving them the opportunity to practice their leadership skills.
- Sophomore Leadership Retreat
 - A two-day leadership weekend conducted off-site and involving outdoor activities, games, facilitation, and group meals.
 - This event offers students a chance to challenge themselves, move from their “comfort zones” with regard to teams and leadership. It facilitates student networking to build lasting friendships on campus and beyond their college experience.

Professional conference (opportunity to present things??)

Students can work with their Honors Project advisor in determining potential conferences to present their work

Opportunities that already exist that students can present
 CAURS (Chicago Area Undergraduate Research Symposium)
 On campus research days
 Student org conferences

Other ideas for presentation
 Installation in architecture

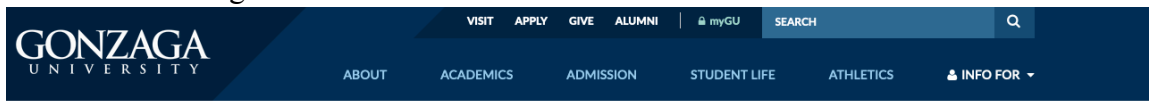
Appendix C: Notes on GPA Requirements

Notes on GPA: Many of our peer institutions with honors programs are moving away from GPA requirements or instituting a 2.8-3.2 range of requirements. In line with our university’s mission of access and student-driven success, we opted for a more holistic application and engagement process to ensure that students have equitable opportunities and enrichments from the honors program. Further, the National Collegiate Honors Council (NCHC) advises against using GPA as a mechanism from barring students from programs.

Our benchmarking data shows this trend:

Institution	Min GPA Requirement	Application Requirements	Website
Texas Christian University	No Minimum GPA	No minimum GPA or test score requirements for admission; instead review of Honors College application & TCU application evaluated for a holistic review.	TCU Honors Application
University of Kentucky	No Minimum GPA	Essay and short answer responses (prompts provided by Honors Program)	KU University Honors Program
Gonzaga University	No Minimum GPA	Portfolio submission highlighting talents, passions, and aspirations of future endeavors	Gonzaga Honors Portfolio
George Mason University	No minimum GPA	Application required for a holistic review. A admission is competitive	George Mason Honors College
Westminster University	No Minimum GPA	Holistic review process. Short essay and letter of recommendation (depending on student type)	Westminster Honors College
Colorado School of Mines	No minimum GPA	Holistic review process	McBride Honors Program (Current Students) First-Year Honors Program (Incoming first year students)
Michigan State University	No minimum GPA	Applications reviewed with general admissions package	MSU Honors College

Further, we are seeing universities using inclusive language in their honors programs for students while also noting that the types of students who opt into honors programs already maintain a higher GPA for themselves. Consider this page from Gonzaga University, which has no GPA but the following language: “while there is no minimum GPA to be admitted to the program, current students in the program entered with a range of 3.61-4.0 unweighted GPA.”



Apply for the Honors Program

HOME // ACADEMICS // UNDERGRADUATE PROGRAMS // HONORS PROGRAM // APPLY FOR THE HONORS PROGRAM

Gonzaga Honors Portfolio

We know you are more than your GPA – we want to get to know you as a potential Honors Zag! Please submit an electronic portfolio (a slideshow, video link, Canva presentation, Word document, PDF, etc.) that serves as an introduction to what you will bring to the Gonzaga Honors community: your talents, passions, and aspirations for the future. We are looking for evidence of curiosity, creativity, commitment, uniqueness, effort, and resilience. We are excited to see your talent, read your writing, watch your robots, envision your business plan, accompany you in your service, dream with you about your future, or whatever you would like to share.

You will have the option of submitting a link to a video or audio file. If you choose to create a video or audio file, please limit it to five minutes. You may also upload a document or slideshow.

If you are sharing something you created for a different context (a class assignment, work of art, etc), please explain why you have chosen it as an introduction of yourself to the Honors Program.

HONORS PROGRAM

Honors Academics

Honors Benefits

Honors Living

Honors Events

Apply for the Honors Program

About the Directors

The NCHC notes the following best practices¹ regarding retention in honors programs:

¹ NCHC shared principles and practices of honors education. (n.d.). https://cdn.ymaws.com/nhc.site-ym.com/resource/resmgr/docs/shared_principles_&_practices/nhc_shared_principles.pdf

- o Don't set an artificially high GPA requirement
 - o Establishment of a year-long probationary period for students to return to standard
 - o Allowing students to petition for remain in honors if still well-aligned with academic goals
-