

Honors College Responses & 2022-2023 Commitments to Equity, Diversity, Inclusion Plan

1. Targeted recruiting of first-time, first-year students to increase the diversity of the Honors Student Body
 - a. Targeted recruitment in Utah high schools with highly diverse students, especially Latinx.
 - b. Regional recruitment in WUE institutions.

Response, commitments: This recruitment will need to be coordinated with the broader University Enrollment Management Unit. **In 2022-2023, Honors administration will identify and develop a plan for these recruitment efforts.**

2. Lateral and Transfer Student Admissions to increase diversity of Honors students
 - a. Honors and Salt Lake Community College have established a transfer agreement in which students completing Honors work at SLCC can arrive at the U of U Honors College with some degree requirements already completed.
 - b. While the student plan called for doing so at orientation, it may be more effective to do so via affinity groups on campus; a new affinity group for Latinx students is being created by an Honors student and would be an important partner.
 - c. Admissions and yield have been unpredictable in recent years and we have had larger-than-expected incoming classes. Honors leadership has discussed using drop data to better refine our approach to lateral admissions, including the number of spaces we have and how we approach lateral recruitment.

In 2022-2023, Honors administration will develop student success programming for these students (peer mentors and materials), and connect with potential recruitment sources on campus – diversity scholars, LEAP, and student affinity groups to formulate a plan.

3. Improve and expand Peer Mentor and Peer Thesis Facilitator Program
 - a. In 2021-2022, we significantly improved training for Honors Peer Mentors.
 - b. In 2022-2023, due in part to increased fees, we will increase pay to 1500 per semester for a 1-year commitment. We will also be able to reduce workload by having mentors work in pairs and achieve a ratio of 15:1 students to mentors. We have adapted training for Peer thesis facilitators and expanded that opportunity to represent all major colleges.
4. Changes to advising to increase coordination and reduce burden.
 - a. Honors advisors stay regularly connected with advisors across the University. Honors unfortunately does not have sufficient staff or funding to maintain updated degree/program plans within our website.
 - b. Honors advising now meets with first-year Honors students in their peer discussion groups to reduce burden on students for meeting with multiple advisors. Individual meetings then remain available on an as-needed basis, but MAP requirements are met with the group meeting.

5. Increased supports for thesis completion

- a. Learning community participation is now required for graduation, beginning with the 2022-2023 entering class. This will help ensure participation in curricular and co-curricular experiences, connections with peer mentors, and access to resources and information that should help thesis completion. **In 2022-2023, Honors will roll out the start of the new learning community requirements with the incoming class. These requirements should provide strong guidance and supports for thesis completion.**

- a. First-year students are introduced to thesis exploration and at the end of the first year, will sign up for the Thesis Mentoring Community Canvas.
- b. Second-year learning community requirements will include attendance at thesis-supportive events on campus (offered via Honors, but also via departments, the Office of Undergraduate Research, etc).
- c. Third- and fourth-year learning community requirements are connected to the Thesis Mentoring Community, and organized by Peer Thesis Facilitators.
- d. The thesis mentoring community Canvas site has been developed and made public through the efforts of Honors staff. It will continue to be updated and expanded via the work of the Peer Thesis Facilitators.
- e. Department-specific thesis guidelines – this was accomplished 2020-2021 and ongoing; now available via the Thesis Mentoring Community Canvas site.
- f. Preparation in years 1 and 2 and in the thesis mentoring community.

6. Learning community curricular material around White Supremacy, dismantling racism, and other related issues.

- a. The main purpose of the learning communities is to improve our rates of retaining and graduating (with the honors degree) all students, and to reduce or eliminate equity gaps in our graduation rates.
- b. A secondary purpose of the learning communities is to enhance students' capacities to build intellectual community with diverse others (defined broadly).
- c. These primary purposes leave insufficient room to treat large, controversial topics with adequate depth and nuance.
- d. Given this, we commit to using the first-year learning community to build foundational skills for listening, navigating dissent and disagreement, and sitting with uncomfortable ideas. These skills provide a foundation for maximizing the benefit students can get from later coursework fulfilling DV requirements.
- e. We also commit to maintaining honors electives that address these topics.
- f. We will launch the Honors integrated minor in Human Rights and Resources in 2022-2023, where issues related to justice and equity are central to the coursework and co-curricular experiences.

7. Diversify Honors Faculty

- a. In 2021-2022, we made offers to three women faculty – two of Asian ethnicity and one LatinX individual. All three also offered expertise in non-Western intellectual traditions

and thus the potential to diversify the curriculum. We successfully recruited Julianna Chow to join us in Fall 2022.

- b. In 2022-2023, we will search again, and diversification of our faculty will remain a high priority for the search.
 - c. In 2022-2023, we will actively identify and seek part-time hires of instructional faculty who can also diversify the instructors who teach for us regularly.
 - d. We will continue for the foreseeable future (2022-2023 and beyond) to make efforts to partner with faculty from the College of Social and Cultural Transformation for elective content, but note that these efforts have to align with the needs of that college for its faculty to work within their programs. Those needs must have priority over Honors college desires.
8. Faculty-related work on curriculum
- a. Faculty must retain the academic freedom to construct their classes. Honors cannot, and will not, violate this principle.
 - b. That said, Faculty have been working on diversifying the writing and Intellectual Traditions courses for some time and will continue to do so.
 - c. In 2022-2023, we commit to developing and implementing a plan to expand faculty knowledge about non-Western texts by drawing on expertise across campus (including Transform faculty).
9. Training for faculty and staff
- a. Faculty and staff complete trainings on a regular basis (including and especially around hiring); note that not all highly publicized trainings have demonstrated effectiveness, something important to us when we ask our community for more time.
 - b. Faculty host regular conversations about diversity, equity, and inclusion issues and will continue to do so – a recent example consisted of conversations around “problem words” and how various cases were handled and might be handled in the future.
10. Scholarships and Fundraising
- a. Current fundraising by the Dean and college is heavily focused on raising money to support on-campus living, based on two facts: On-campus living is associated with better outcomes in terms of degree progress; and first-gen students are less likely than their non-first-gen counterparts to live on campus. We are also working to expand housing spaces with the goal of housing all first-year Honors students on campus by 2024-2025.
 - b. We commit to continuing this fundraising focus during 2022-2023 and beyond.
11. Supports for Young Alumni
- a. With assistance from Honors development and communications staff, we have begun to use University resources to build an Honors alumni community online.
 - b. We have expanded the Honors National Advisory Board to have spaces for recent alumni, with an emphasis on diversification. This experience benefits us by providing a more generationally diverse set of perspectives on our goals, and benefits young alumni by giving them board-service experience early in their careers.
 - c. As we build out the peer support programming, we will include outreach to young alumni, especially within the thesis mentoring community.
 - d. We commit to continuing to build these supports and communities in 2022-2023.