Working Groups

Each working group should pick someone who will convene the meetings, keep notes and eventually write up a statement of your work. Please establish a convener (chair) within a week (by Friday, 26 Sept). Each group should meet 3-4 times between now and 19 November. Please keep me informed of your meeting schedule. While you are discussing issues with each other, I will be holding 4 open forums to discuss the honors program with the wider University community.

Curriculum

Charge: Discuss curricular issues. In order to create a community of co-inquirers, what is needed? Can what I proposed work? Can what I proposed (or some version) work for a wide variety of majors and programs? Is there faculty interest for what I propose? If specific components can’t work, how else can we achieve wonder, integration, reflection, responsibility, creativity, contemplation? How many students can we handle (100, 125, 150)? How big should the program be (21, 24, 27 credit-hours)? If we only have one linked big ideas/skills course, what should the skill be (composition, or should it vary)? If we don’t use the emergent practice of big history to integrate, how should we integrate? How to cultivate creativity?

Sterling Beckmann
Marietta Bell-Scriber
Igor Crk
Keith Hecht
Carl Springer
Ian Toberman (guest)

Co-Curricular Issues (Housing, Service Learning, Mentoring/Peer-Mentoring, Community Building)

Charge: Consider the range of co-curricular elements that an honors program must weave with its curricular offerings, in order to create a community of co-inquirers. Consider expanding the housing component; should there be an upper-class ‘honors’ or ‘scholars’ FIC? (Perhaps you will want to talk to Housing.) How much service learning? Is there a way that we can create a service learning option that involves something like ‘university service,’ where honors students give back to SIUE … perhaps providing them the opportunity to work with ‘at risk students.’ Can honors students design some of their own service projects? What is a good mentoring system? What is a successful peer-mentoring system? How would peer-mentoring work? What else should honors do to create a sense of community amongst the honors students?

Dudley, Mike
Shustrin, Kara
Smallman, Laura
Voss, Eric
Ware, Kristina
Working Groups

**Integration Issues** (Mission Statement, Recruitment, Admissions, Advising, Location (Central Space), Study Abroad, Financial Support, Transfer Students, Alumni Relations)

**Charge:** Consider the range of issues required for a robust honors program that is an engaged community of co-inquirers to function within the university and larger community as a whole. Refine the mission statement; develop and refine the secondary missions of the program. Consider how we will recruit students to this program. Consider how to recruit a diverse (in all senses, by interest, by class, by region of the state, by race, by gender, etc) a diverse set of students. Consider how we can better advise them. Should the honors program have an honors advisor? How should honors advising be more smoothly integrated? What support of administrative support should the honors program have? Where should it be located? Why? How should we support honors students (beyond the Meridians)? Should we target all scholarship students and encourage them to join? How should involve alumni? Should the honors program require a study abroad experience?

Belasen, Ari  
Berger, Charles  
Caveny, Ian (guest)  
Roucka, Toni  
Tucker, Cheryle

**Our two guests (Ian T. and Ian C.) have been assigned to particular working groups, but they have perspectives that can assist all the teams; they are really floaters. They should be invited to all the meetings and can go to whichever meetings they want to and can.**