

Florida Atlantic University
Academic Program Review for the Wilkes Honors College
Site Visit: 17-19 February 2019
Report submitted on March 18, 2019

THE EXTERNAL REVIEW PROCESS

On 17-19 February 2019, a team consisting of Dr. Hallie Savage (National Collegiate Honors Council), Dr. Michael Reder (Connecticut College), and Dr. Michael Horswell (Dean, Arts & Letters, FAU) visited the Wilkes Honors College (WHC) on FAU's John D. MacArthur Campus in Jupiter, FL.

This review is part of the seven-year self-study and review cycle undertaken by departments, programs, and colleges at FAU, the last one for WHC having taken place in 2012. To prepare for the review the team read the extensive and detailed WHC self-study, as well as consulted the WHC website.

During the visit the team met with:

- WHC senior administrative leadership, including Dean, Associate Deans and Chairs;
- Approximately two dozen WHC faculty members;
- WHC staff (including lab and support staff);
- Current WHC students and alumni;
- Members of the WHC Advisory Council;
- Leaders and staff from Admissions, Public Affairs, and Student Affairs
- Associate Provost and Provost;
- Assistant Vice President of Research
- Dean of Undergraduate Students
- Director of FAU Honors Program in Boca
- Assistant Dean of Undergraduate Research and Inquiry

Based on the materials the team was provided and the extensive opportunities to speak with a wide range of Wilkes Honors College faculty, administrators, staff, students, and other stakeholders, the team felt as if it got an excellent understanding of Wilkes, both its many strengths and its potential challenges.

After a brief overview of Wilkes, we will briefly address the strengths, challenges, and opportunities that the team identified. We will also discuss two potential threats to Wilkes. We will then briefly address the five broad questions posed in WHC Self-Study, and then offer a general summary discussion before offering recommendations.

MISSION AND GOALS

Overview of Wilkes Honors College

The mission of the Wilkes Honors College (WHC) at Florida Atlantic University is to educate students to the highest intellectual, experiential, and ethical levels, preparing them to thrive and contribute wisely to the general welfare of human society and the planet.

Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty (National Collegiate Honors Council, 2014).

Since its opening in 1999, the WHC has graduated 1,011 students, and currently has 430 students enrolled in courses for Fall 2018. The College's strategic vision for 2025 is to be widely recognized as the nation's premier, public university honors college with a diverse and flourishing student body that reaches 800 students, who are involved in cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences. Guiding principles include offering a liberal arts education of the highest quality; attracting outstanding students from a wide array of backgrounds; building a dedicated and diverse faculty recognized for its excellence in teaching and research; linking teaching, research, and service in order to convey, expand, and apply knowledge; promoting breadth of knowledge, encouraging depth of understanding, and bridging disciplinary divides; respecting differences and recognizing their value in a pluralistic democracy; cultivating critical thinking in the classroom and beyond; introducing students to the challenge of original research and discovery; and producing global citizens.

Given its mission, Wilkes is well-positioned to play an important role in FAU's Strategic Plan, *Race to Excellence*, which aims to "position itself as a globalized, forward-thinking institution that caters to high-ability students," "expand opportunities for undergraduate students to participate in discovery-based learning," and promote interactive, interdisciplinary teams of researchers and scholars.

The WHC is located on FAU's John D. MacArthur campus in Jupiter, FL, which is 38 miles north of FAU's main campus in Boca Raton. Unlike other honors programs and honors colleges across the country, WHC has its own fully-assigned faculty representing a full range of liberal arts and sciences disciplines, and each of its faculty members (currently totaling 41) is evaluated and tenured within the WHC. Each WHC student will graduate with one of two degrees, a Bachelor of Arts in the Liberal Arts and Sciences or a Bachelor of Science in the Liberal Arts and Sciences, and students may pursue a variety of concentrations and minors. The WHC is also unique in that our students may take all 120 credit hours of coursework toward their degree within the

College or they may pursue one of several concentrations designed in collaboration with another FAU college (e.g., College of Engineering and Computer Science). Although students may not replace WHC honors courses with non-honors versions of courses offered by another FAU college, they are encouraged to take advantage of courses offered at FAU that are *not* offered by the WHC.

STRENGTHS

The entire review team is impressed with Wilkes: its strong sense of identity as an Honors College, the quality and diversity of its students and its educational programs (including its faculty), its research productivity and capacity, and its administrative leadership. There are many points of pride for Wilkes Honors College. Specifically, we identify the following strengths.

1. Wilkes Honors College's Strong Sense of Identity and Mission.

Mature Honors Colleges have a mission statement that contains clear, intentional, and specific alignment with the institutional mission statement. The place of the Honors College in the administrative and academic structure is appropriate to its mission and functions. Faculty members and administrators express their passion and commitment to the College and its mission. Students, administrators, faculty, and staff all understand the importance of the rigorous education that Wilkes offers. Students find the education challenging and also very supported by the dedicated faculty and staff—a situation that should be the envy of any undergraduate institution. Conversations with the WHC deans and faculty members reveal their commitment for sustainability and program development. Not surprisingly, alumni report “transformative experiences that reached beyond graduation.” Clearly, those involved in Wilkes understand and are enthusiastic about the distinctive, high-quality education it offers.

2. Quality of Wilkes's Faculty.

The Faculty Members the Review Team met with at Wilkes are enthusiastic and engaged. They clearly care a great deal about their students and WHC as a whole. They seem committed to working closely with and mentoring their students. A review of the CVs of the faculty members that were included as part of the self-study, educational levels, their teaching breadth and depth, and their professional productivity all seem commensurate with a top-honors college faculty. Students attest to the academic challenge in Wilkes coursework. We noted frequent student-faculty collaboration and a willingness to promote student success. Faculty development is available to support creativity and interdisciplinary course design. Honors faculty need to engage in a continuous process to refine and infuse a consistent philosophy regarding honors education at FAU. Faculty development activities scheduled once a semester augment the regular faculty deliberations.

3. Quality and Diversity of Wilkes Students.

The profile of the students who attend Wilkes is strong, with GPAs and test scores that are significantly higher than the general FAU student population and with test scores that compare favorably with other selective institutions and private colleges emphasizing the liberal arts and sciences. WHC also has an impressively diverse student body, with 25% of students who identify as having a Hispanic Background, and with just over half of the students identifying as non-white. Even though FAU as a whole is a Hispanic Serving Institution, with just over a quarter of their students identifying as Hispanic, the diversity of Wilkes is impressive. The Wilkes Honors College is distinguished in yield of a diverse student body when compared with peer Honors Colleges and Programs.

4. Quality of Wilkes's Undergraduate Educational Program.

Design of the honors curriculum is clearly focused and reflects a purposeful alignment with the College's mission. A four-year curricular sequence offers carefully designed liberal arts experiences that meet the needs and abilities of the undergraduate students it serves. The reviewers are impressed by the rigors of the Wilkes Honors College curriculum, with its wide variety of concentrations and its very strong host of required Core Requirements. Of particular note is that students, regardless of their concentrations, must take two or more courses (as opposed to the more typical one course) across a variety of areas of study, including foreign language study, quantitative reasoning/mathematics, and global citizenship.

The introductory Honors Forum, the Sophomore Writing Portfolio requirement, the three interdisciplinary team-taught Critical Inquiry Seminars, the Internship/Study Abroad, and, finally, the Honors Thesis, make the Wilkes curriculum distinctive and exceptionally well-rounded, and is impressively rigorous even for an Honors College. Every step of the curriculum, from their entering semester Forum to the final Honors Thesis self-assessment, makes clear to the students not only Wilkes's high expectations, but also helps them to become intentional, critically self-reflective learners.

This impressive Honor Curriculum is augmented by a variety of Pathway and "4+1" programs that partner with the main FAU campus and allow top students to obtain MBAs, M.Eds, MAs in five years, or transfer directly into Engineering or Nursing programs.

In addition, programs like these, combined with highly selective scholarships like the Flagler Scholars or the Wilkes Medical Scholars Program, which offers conditional acceptance into FAU's Medical School, help Wilkes attract exceptionally qualified students who might otherwise attend larger or more nationally-known institutions. All of these programs also help increase the overall quality of the student body at Wilkes, as well as the institution's outcome measures.

5. Wilkes's Research Productivity and Capability.

The research record of Wilkes is impressive, especially given the intensive teaching and mentoring responsibilities of the faculty. In this context, peer-reviewed publications per faculty compare favorably with the rest of the University (1.3 vs 2.2). Grant submissions are trending upward over the evaluation cycle, with last year seeing 10 proposals totaling \$4,726,727 and 4 awards totaling \$1,110,190. Beyond individual faculty research, perhaps more importantly, Student-Faculty Research is widespread—not only in the sciences, but across all of the disciplines. Students at Wilkes regularly collaborate with faculty members, attending conferences or co-authoring papers. There is a strong relationship with the Office of Undergraduate Research and Inquiry, Research Institutes: Scripps, Max Planck on campus, and Brain Institute and the Harbor Branch Oceanographic Institute offer excellent partnerships for undergraduate research. Their co-location with Wilkes Honors College offers an invaluable honors education experience. The Wilkes Honors College should be commended for the exceptional research and other independent study offerings.

6. Administrative Leadership at Wilkes.

The head of the Wilkes Honors College is a Dean that reports directly to the University Provost who is the chief academic officer, and the Dean of the Honors College serves as a full member of the Council of Deans. This infrastructure is characteristic of mature Honors Colleges and supports good lines of communication within the institution. The Review Team would be remiss if it did not mention the exceptionally strong administrative leadership at Wilkes Honors College. The Dean's science credentials, extensive experience at a selective liberal arts college, and national profile as a leader in STEM education are a perfect fit for Wilkes. Her two Associate Deans are not only experienced and committed; they are able to communicate effectively with a broad audience of faculty members, students, and other stakeholders. Both have been at the college since its inception, which provides historical knowledge and insights. The two Chairs were also engaging and knowledgeable of the issues facing each of their areas. The administrative staff is very competent and dedicated. It was clear that the new Business Manager was doing an excellent job finding efficiencies and better managing the college budget.

CHALLENGES

The Review Team identified two major challenges that WHC currently faces: the visibility of Wilkes and the maintaining of the high-quality education that it currently offers as enrollments increase.

1. Visibility of Wilkes, both Locally and Nationally.

The reviewers feel as if, given the impressive education that WHC offers its students, it should be better known, both within Florida and beyond. Is the University leveraging the unique experience at Wilkes in state and national press campaigns? Is there a unique to

the WHC academic marketing campaign? It seems that this effort is very recently underway, especially with the new investments in Recruitment and Admissions on the campus. However, the marketing materials reviewed do not capture the intellectual energy present on campus, nor do they convey the impressive quality of the Wilkes experience and all of the advantages it has to offer. WHC offers a distinctive, rigorous, and individualized educational experience at a fraction of the price of comparable schools. The Wilkes materials do not do justice to the many wonderful and impressive things WHC students do while on campus and go on to do after they graduate. The materials also lack a unified visual identity. The Program Review team was particularly impressed with the coffee mugs display that represent graduate schools, law schools, medical schools, and career advancement in highly prestigious graduate programs and jobs. The display powerfully illustrates the success of Wilkes College graduates, but that kind of clear and palpable student success is not being transmitted widely. We do not believe FAU is telling the Wilkes story in the most productive ways possible.

The reviewers also considered that the name itself may not connect with students and their parents—for most high school students, “honors” is a type of more accelerated class. For the types of students Wilkes wishes to enroll and should be attracting—those looking at top-ranked state schools or private universities and liberal arts and sciences colleges, the name Wilkes Honors College of FAU may not resonate. The need is to better message what the experience is without relying on the word “honors” to carry that message. Clearer linkages of the experience to the unique research partnerships, faculty mentoring, and experiential learning opportunities seem to be needed.

2. Growing enrollments and maintaining the quality of the Wilkes experience and education.

The reviewers recognized that the mandate for increased enrollment will be a challenge to maintaining the honors-level quality of the Wilkes education. This was a common theme in nearly all of the conversations we had at Wilkes and with Boca administrators as well. WHC’s current resources—faculty, facilities, scholarships, curricular offerings—are already at near capacity. Teaching Lab space is full. Courses and curricular offerings are currently at a reasonable level, but more students will mean that more courses and sections be offered, both within and outside of STEM. Small classes and an individualized educational experience help makes the education exceptional, and help attract the kinds of students that Wilkes wishes to enroll.

STEM student research opportunities in labs, including Scripps, Max Planck, and Harbor Branch, is already competitive, and unless that capacity also grows, students will not get the same research-intensive experiences that are currently the hallmark of a WHC education. And some full-time WHC faculty do not have adequate research space to undertake their own research with students. With a large influx of students, unless the faculty grows considerably, there are not adequate numbers of faculty members to mentor and assess sophomore writing portfolios and advise Honors Theses—two of the features that help define a WHC education.

OPPORTUNITIES

Given the already strong, distinctive, and rigorous education that Wilkes is currently offering, the Review Team saw many promising opportunities for Wilkes to grow, improve, and thrive.

1. To grow enrollments, as long as they are properly supported and resourced

With enhanced marketing, promotion, and intentional recruitment, the WHC should be able to incrementally grow to meet the goals set by the Administration. As the number of students rise, the vibrancy of Jupiter campus life will increase, as will the visibility of Wilkes. Greater numbers of faculty members will enhance the already impressive faculty, and increase the intellectual vitality of the campus—as will students from more diverse backgrounds, locations, and experiences.

2. To recruit students regionally and nationally.

Wilkes should explore partnerships with high schools in major cities, particularly science magnet schools. As a designated Hispanic Serving Institution in a warm environment, WHC might particularly appeal to students in Chicago, New York, Boston, Los Angeles, and cities in Texas. In addition, students could be recruited from schools where Wilkes alumni currently teach. If those partnerships are established and nurtured, high schools could be sending one or two students to Wilkes a year, increasing the enrollment of top students and diversifying the overall student body. Given the quality of the WHC education and the reasonable price, even for out of state students, Wilkes has the potential to recruit nationally.

3. To improve the quality of the physical plant.

The Administration Building showcases honors and provides image enhancement as FAU's "flagship program", and visibly characterizes the institution's dedication to academic excellence. WHC is located in a desirable geographical location, and is central on the Jupiter campus. The entryway to the Wilkes building is impressive and telegraphs "Honors College," as do the posters of alumni, and the collection of mugs in the admissions office is inspiring.

The opportunity to grow classroom and lab space will be key to keeping current and properly supporting the impressive work that faculty and students are undertaking. Other campus amenities will have the opportunity to grow and improve as the campus expands—services for students support, options for dining, a bookstore. The allocation of space and the location of facilities, classroom/meeting space, and student gathering spaces are critical in building the honors community. Research about honors housing demonstrates that a strong sense of honors community is important in having a vibrant honors program or college. Student engagement and building community are facilitated through the configuration of space inside and outside the classroom. To meet growth targets, more housing will be needed. Furthermore, the Wilkes facilities should be a

location for the honors community that offers prospective donors the opportunity to meet with students and faculty. Given the space limitations, especially in the labs, and concomitantly increased enrollment goals, classroom space and facilities require immediate consideration.

6. To build upon the symbiotic relationship with FAU's Main Campus

The reciprocity between Wilkes Honors College and FAU Main Campus is to be commended for integration of new subjects, approaches, and pedagogies. Honors education has provided opportunities for faculty to experiment and influence traditional curriculum. Wilkes benefits from its relationship with the Boca Campus, and in similar ways WHC can serve as a partner and “incubator” for the Main Campus for innovations in teaching and working with the most talented undergraduates. Many constituents reported appreciation for the new shuttle, but everyone also agreed that its schedule needed to be expanded to include evenings and more frequent runs.

7. To continue to grow partnership with Wilkes Alumni and Friends

The Wilkes Honors College has a fully engaged external advisory board that meets regularly. Over the past few years this energetic Board is gaining a sense of mission and scope while they accomplish specific tasks or projects. External Advisory Boards, if actively engaged in Honors Programs and Colleges, are known to impact recruitment and development/fundraising. The Advisory Board, which is inclusive of WH alumni, have great potential for affecting student success with a clearer sense of its mission and scope.

THREATS

The acceptance and valuing of the Honors College appears to be emphasized by the university administration and has resulted in higher enrollment goals. Doubling the size of new student enrollment is visibly creating inordinate challenges to Wilkes as it seeks to accommodate growth while being relatively static in resource allocation. Funding patterns that are at a relatively level resource allocation while enrollment increases significantly dilutes the program quality. This is a classic “good news/bad news” situation. That the Honors College is embraced by the general university community speaks well for its mission and accomplishments but also presents a warning: the traditional higher education mandate to “do more with less” has reached a breaking point for the Honors College.

How many students should be enrolled in the Honors College? How many should be admitted to the incoming first year classes? The issues raised by these questions will become central to any discussion of strategic planning, resource allocation, facilities, and program development. If student enrollment increases without stable resource allocation, it poses serious threats to the quality of any honors college: interactions among the students and between students and faculty may become less productive in promotion of excellence (e.g. quality of research outcomes suffers, staffing for honors courses become difficult to maintain, and time commitment to capstone projects constricts). Further, there is some concern that the STEM emphasis may crowd out the Humanities and Social

Science disciplines that have been a hallmark of the College. The challenge to set a realistic College size is at the core of Wilkes' Honors College's performance on retention and graduation rates.

There are approximately 30,000 attending FAU with the Honors College enrolling 430 or 1.4%. National trends document approximately 5-7% of undergraduate enrollments are honors students. An expansion of the current student enrollment to 800 would be consistent with these national trends. Ultimately, a strong recruitment-retention continuum will raise institutional outcomes provided that sufficient resources follow a rise in honors enrollment. This balance between enrollment and quality and the challenge of setting shared, realistic size goals should be at the core of the Honors College's strategic planning efforts for the coming years.

The Review Team observed one of the biggest related challenges is the potentially large and sudden influx of high school juniors and seniors into classes and labs at Wilkes. The first class of 50 high school juniors reportedly will matriculate in 2020. Already working close to capacity, it is unclear how such a sudden shift will change the intellectual life on this small, academically intense campus. At the main FAU campus the partnership with the Henderson high school works in part because those students are easily absorbed into a campus of more than 20,000 students in hundreds of different courses offered each day. Given the focused curriculum and the small classes at WHC, having an honors-level college class or lab with a third (or even a half) of its students aged 16 or 17 could challenge the quality and/or change the identity of the WHC.

Discussion

In addition to being charged with identifying the strengths, opportunities, and challenges for Wilkes Honors College, the WHC Self-Study framed four broad questions for the review team to answer with respect to a unit's current state and aspirations:

1. What suggestions do you have for increasing the national awareness and reputation of our program?

If the Honors College desires national visibility, we recommend faculty/student participation at conferences such as Council for Undergraduate Research [CUR], Honors Education at Research Universities [HERU] and National Collegiate Honors Council [NCHC]. The Dean and Associate Dean's leadership participation in these organizations would reflect on the WHC's visibility. Faculty and students should continue their already impressive participation at national disciplinary conferences and symposia. Highlight the remarkable co-publishing students and faculty are doing. Better capitalize on the unique opportunities with the research partners in the region and publicize those successes.

The Provost requested suggestions for peer institutions. Most Ivy League institutions at the top of the US News and World Report have neither scholars nor honors programs. Universities such as Duke and Emory, have a scholars program

for highly selective group of students and honors programs tend to have few curricular components and instead focus on professional development and mentorship opportunities. Two large public universities with a significant enrollment of STEM students are the Schreyer College at Pennsylvania State University and the Sally McDonald Barksdale Honors College at University of Mississippi. These Colleges are examples of well-endowed Honors Colleges.

2. What recommendations do you have to assess (at the course and program level) and continuously improve our program?

The assessment already conducted by the College is well-conceived and executed. But, a deeper assessment of honors education is needed that provides a comparison with successful peer programs. A recommended program review instrument can be framed with *Rubrics for Honors Evaluation and Benchmarking Criteria*. Such an assessment provides a baseline for annual reviews and closed cycle assessment. Course Assessment data is part of this process and is already in place.

3. What are your impressions as to the feasibility and methods by which we hope to achieve our goal of reaching an enrollment of 800 by 2025?

The growth should be dictated by a comprehensive strategic plan mentioned previously. This plan must allocate resources necessary to support each annual increase in student enrollment. The plan must include consideration of the space available for labs, both on campus and with the research partners that are so central to the identity of the Wilkes experience.

4. Would you consider the WHC's existing graduation/retention rates and efforts successful, and what improvements can you envision?

Generally, levels of retention and program completion rate are consistent with national trends. Program retention is a complex interaction of variables with the strength of faculty advisement often identified as primary. Program completion rate is often correlated with the rigor of the capstone experience. Therefore, close faculty student relationships over the undergraduate plan of study and student advisement in the capstone experience are primary factors in achieving these outcomes. Improvements will involve keeping the faculty-student ratio in line given the intensive nature of the academic mentorship at the heart of the College's mission. If enrollments grow without concomitant investments in faculty, then progression and graduation rates might be negatively affected or the rigorous curriculum that is the hallmark of Wilkes will have to be altered.

CONCLUSIONS

The Review Team noted several strengths in the Wilkes Honors Programs, including strong sense of identity and mission, quality of the faculty, quality and diversity of the honors students. At the heart of honors education is the curriculum. Wilkes Honors College meets best practices and incorporates the following curricular ladder:

1. A required course emphasizing basic skills in communication and critical reasoning
2. A sequence of general education, and/or special topics courses
3. A research seminar that keeps students on track toward a required thesis
4. A capstone experience of individual research or creative work

The partnerships with research institutes, high quality internships, and study abroad experiences distinguish the Wilkes Honors College as a unique honors undergraduate program. Florida Atlantic University is to be commended for the development of such excellent research productivity. The administration of Wilkes, including Dean, Associate Deans, Chairs, and Administrative Staff is well qualified and effective in their leadership roles.

Opportunities for development of Wilkes Honors include: 1) growth of new student recruitment, regionally and nationally 2) faculty development within the College, and across FAU campuses. Increased visibility offers many opportunities to distinguish the academic reputation of the College and FAU nationally as well as internationally 3) Development of the External Advisory Board and alumni support of the Honors College.

Challenges and threats for the Wilkes Honors College are the preservation of the high quality undergraduate experience with new enrollment patterns. Doubling the size of the undergraduate enrollment potentially dilutes the high quality academic program that is developed. Concomitantly, introducing a new population of secondary students without considering the unique learning needs of both undergraduate and secondary students will also significantly influence the Wilkes Honors College's performance indicators. It is the Review Team's recommendation that expansion and increasing enrollment be implemented within a comprehensive, well-defined strategic plan that includes sufficient resource allocation.

RECOMMENDATIONS

1. Undertake a marketing study focused on increasing Wilkes's visibility, especially regionally and nationally. This study should include internal constituencies as well as external audiences. The 20th anniversary of Wilkes is a great opportunity to expand visibility. Improve the recruitment materials, perhaps emphasizing the name "Wilkes," with other key signifiers of the kind of unique experience the WHC offers with emphasis on the interdisciplinary strengths of the liberal arts and sciences.

2. Set incremental increases to annual recruitment goals that culminate in 800, guided by the essential balance between enrollment and academic quality; the plan should minimally include the following:
 - Number of students admitted based on revised admissions criteria
 - Scholarships needed to support this level of growth
 - Lab space and facility plans to accommodate increased numbers
 - The capacity of partners like Scripps and Max Plank
 - Faculty needs for instruction to maintain current quality
 - Courses needed per semester based on curricular model
 - Residential plan as part of a state-of-the-art living/learning environment
3. As the enrollment increases, add more administrative support. For example, currently, there is only one faculty secretary for the entire faculty. Further, as the faculty obtains more extramural grants, the burden of grant administration may need to be lifted from the Business Manager, who currently fills that function.
4. Wilkes needs to clearly articulate its admissions criteria and ensure it is consistent with its student learning outcomes. The written essay is an excellent predictor of student “readiness” for the sophomore portfolio and development of written communication skills. The selection of admissions criteria that embraces academic challenge is preferred practice for undergraduate applicants as well as secondary students. Quantitative approaches that rely on objective scores may be simpler but may result in passing over qualified candidates whose abilities may not always be demonstrated in traditional admissions criteria. Measures such as recommendations, personal statements, and those that take into account a student’s motivation is a practice that may enhance selection of students capable of integration into collegiate advanced learning environments. Further discussion of this topic is available in *Journal of the National Collegiate Honors Council, Forum on Gifted Education and Honors, Vol. 19, No. 2, Fall/Winter 2018*.
5. We recommend that the WHC major stakeholders--senior administration, including President, Provost, Dean, faculty, the staff, honors students--come together and work towards a shared understanding of the impact the new high school will have on the WHC. The University of Iowa’s *Connie Belin and Jacqueline N. Black International Center for Gifted Education and Talent Development* is housed in the University of Iowa’s Honors Program. The physical proximity of both programs creates possibilities for integrating gifted and honors education. Such a model may be helpful in developing Wilkes Honors’ strategic plan.
6. Create a formal program for exchange of pedagogical innovations between faculty at Jupiter and other FAU campuses. Disseminate honors-specific instructional strategies. There is untapped potential for faculty members and

staff to discuss and engage what it means to effectively teach and mentor this impressive group of engaged, talented undergraduates in Wilkes' distinctive setting. Given its strengths, Wilkes could become a national leader in honors pedagogy and teaching, both in STEM fields and beyond.

7. Given its success in research dissemination, Wilkes (and FAU overall) should consider developing student participation in nationally competitive awards such as Goldwater, in partnership with the Division of Research or Office of Undergraduate Education.
8. Develop the External Advisory Board, ensuring that it has a clear purpose of their mission and its strategic role, so it actively engages in the College's recruitment and development activities.