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Craig Cobane

Audra Jennings

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CHAPTER TWO

Internationalizing with Intention: A Case Study of the Mahurin Honors College

CRAIG T. COBANE AND AUDRA JENNINGS
WESTERN KENTUCKY UNIVERSITY

INTRODUCTION:

CHALLENGES AND BENEFITS OF INTERNATIONALIZATION

As an honors college in a predominantly rural, lower-socioeconomic, and conservative region of the country and in a state ranking third-lowest in the nation for the percentage of its residents holding valid U.S. passports (ChartsBin), internationalization required intention at Western Kentucky University (WKU). For most of its history, WKU had a small, underdeveloped honors program. In the early 2000s, it had fewer than two hundred active students, and only approximately ten students per year graduated from honors. Moreover, WKU had a modest education abroad office, and a small number of students went abroad each year. Of the students who did participate in an education abroad program, typically fewer than a handful were honors students. WKU had not yet recognized

the possibilities of a well-developed honors college to promote both internationalization and institutional change (Cobane; Ransdell and Cobane).

Like many public universities promoting internationalization, WKU had to overcome the significant financial and cultural barriers many of its students face. Kentucky's educational attainment rates remain below the national average. Just 22.7 percent of its residents over the age of twenty-six have completed at least a bachelor's degree, compared to the national average of 30.3 percent. Furthermore, Kentuckians are more likely to live in poverty; approximately, 18.5 percent of Kentuckians live in poverty, whereas the national average is 12.7 percent, and the median household income in Kentucky is more than ten thousand dollars below the national average (U.S. Census). Lower rates of educational attainment and higher rates of financial need across the state and region mean that students are less likely to have the economic resources to participate in education abroad. These challenges transcend the institutional and regional environment of WKU. Indeed, numerous higher education researchers have cited institutional culture and financial issues as the primary reasons why students do not study abroad (Dessoff; Gordon et al.; Vernon et al.). At WKU, honors led an institutional transformation that addressed these key challenges to internationalization within the honors context, creating pathways that ultimately extended to the broader university community.

In this chapter, we use WKU's Mahurin Honors College (MHC) as a case study to elucidate how a holistic approach to comprehensive internationalization can overcome these challenges and create a culture committed to global learning.¹ Many of the strategies we employed built on the work of George D. Kuh and others on high-impact practices (AAC&U; Kuh). Our efforts also drew on the GLOSSARI project on study abroad outcomes and its finding that study abroad participation could have substantial positive effects on at-risk students, especially underrepresented minorities (Sutton and Rubin). Utilizing this research and drawing upon our experience, we endeavored to intentionally internationalize the MHC and WKU. To accomplish this goal, the MHC spearheaded the development of some of the university's most successful education abroad

programs, played a leading role in bringing two non-profit education abroad providers to campus, and received multiple federal and international grants that supported international education. The college also fully integrated education abroad opportunities into honors advising, and it placed its education abroad alumni in honors and campus student organizations that focus on new student recruitment and advising.

These efforts are achieving results. Before our internationalization efforts began, national scholarship participation was not part of WKU's institutional culture; about one student earned recognition every few years.² In 2016–2017, thirty-nine honors scholars and recent MHC graduates won nationally competitive scholarship awards for international study. WKU also earned a place on the inaugural “Gilman Top Producing Institutions” and the “Priority Achievements” lists for diversity in students’ overseas destinations and for the number of our Gilman Scholars who are first-generation, racial or ethnic minority, and/or STEM students. In 2017–2018, eighty WKU students, including fifty honors students, earned recognition in national scholarship competitions.³ The 2017–2018 academic year also marked WKU's fourth consecutive year as a Top Producing Institution in the Fulbright U.S. Student Program, with MHC graduates earning ninety-two percent of the university's awards during the period. Taken together, these programmatic initiatives have transformed the lives of students who often arrive on campus with limited financial resources, little experience outside of the region, and significant apprehensions about education abroad. Equally important, this intentional internationalization has created an honors college that, based upon Institution for International Education (IIE) metrics, would compare favorably to the education abroad successes of some of the nation's leading private liberal arts institutions (Farrugia and Bhandari). This chapter analyzes how the MHC has implemented intentional internationalization.

INTERNATIONALIZATION OF THE MAHURIN HONORS COLLEGE

In 2005, WKU made honors education an institutional priority and hired Craig T. Cobane as its first full-time honors director.

WKU's president wanted to use a reinvigorated honors college to recruit a growing number of gifted and high-achieving students in order to advance the overall academic transformation of the university (Ransdell and Cobane). The new director authored an honors college strategic plan with internationalization as a central theme. Myriad ways to enhance internationalization exist, but because honors controlled limited aspects of a student's four-year academic experience, the strategic plan focused on creating an environment that helped students travel abroad early and often. We believed that increasing education abroad participation would provide the greatest potential return on our investment.

The honors college strategic plan outlined four key objectives:

1. create new programs to expand international opportunities;
2. enhance national scholarship participation to fund international opportunities;
3. use students with international experience to help recruit future students to the MHC who were more likely to want to participate in education abroad (e.g., students majoring in languages, international affairs, and international business); and
4. use targeted marketing to increase awareness of and knowledge about education abroad opportunities.

Together, these elements allowed the honors college to develop an international culture within honors so that education abroad would be an expectation and not an optional activity. We expected this education abroad culture would eventually become self-replicating and self-perpetuating.

EDUCATION ABROAD PROGRAMS, PARTNERSHIPS, AND GRANTS

First, we developed new education abroad programs and partnerships. We established our most successful and influential partnership with the University of Evansville in 2007. Evansville owns Harlaxton College, a nineteenth-century manor house located an hour north of London, and operates it as a branch campus. Our agreement allows WKU to market the experience as "WKU in England." Harlaxton

provides a range of study abroad options for honors students. They can study for a semester or eight weeks in the summer, or they can participate in one of numerous WKU faculty-led programs. The Harlaxton experience was initially restricted to honors students, but within a few years, Harlaxton opportunities were made available to all WKU students. At that time in our internationalization process, Harlaxton served as an ideal education abroad location. It was in an English-speaking country, students could travel with other WKU students, and families from rural areas who lacked significant international experience considered “WKU in England” a “safe” place to study abroad. Since 2007, over eight hundred students, predominately honors students, have studied abroad at Harlaxton College. The “WKU in England” experience has created a continuous stream of honors students who are either going to Harlaxton, currently at Harlaxton, or just returned from Harlaxton, which substantially increases awareness of education abroad and creates significant excitement in the MHC.

Although Harlaxton offered a great opportunity for many honors students, it did not meet the needs of all MHC students; therefore, we worked with the education abroad office to create additional options. These ranged from the grant-funded programs described below to more robust honors offerings in faculty-led education abroad programs and through affiliated providers such as the Kentucky Institute for International Studies (KIIS), which is housed at WKU. Taken together, this growing range of study abroad opportunities helped MHC students meet two of the college’s learning objectives—that students would gain greater global understanding and would engage in self-directed and integrative learning. Moreover, these opportunities allowed the MHC to serve as a leader in moving the university toward the goals outlined in its overall action plan for 2012–2018, “Challenging the Spirit,” which aimed to increase education abroad participation to ten percent of the full-time student population and grow national scholarship success fourfold.

As a result of these initiatives, the college’s education abroad participation continued to grow. In 2014, a national guide on honors colleges noted, “Based on [Institute of International Education]

Open Doors data and definitions, the Honors College at WKU has a higher ‘undergraduate participation rate’ than any private liberal arts college over the past five years” (Willingham 332). In addition to using the Institute of International Education’s (IIE) “undergraduate participation rate,” we track overall study abroad numbers based upon a series of variables including location, length of time abroad, program type, language acquisition, and the standard demographic information of gender, year in school, and major. These variables allow us to compare MHC metrics to nationally ranked private liberal arts colleges using other IIE data and for tracking and trend analysis at WKU. We utilize this information to measure our progress toward the university’s overall education abroad participation goal; develop and advocate for education abroad programming that meets the needs of MHC students; and encourage further institutional, private, and government investment in our internationalization efforts.

The second aspect of our strategy to internationalize the honors experience involved applying for grants to create and fund new international programs. The MHC and the Office of Scholar Development (OSD) applied for several grants to internationalize the college and the university, and it won two U.S. federal grants that have provided nearly five million dollars to support honors faculty, staff, and students.⁴ In 2008, the National Security Education Program (NSEP) awarded the MHC a Chinese Language Flagship grant. The new Chinese Language Flagship Program at WKU became the only program in the nation housed entirely in an honors college and not in a traditional language or area studies department. This program is designed to increase the number of American students with Chinese language proficiency at the “Superior” level (ACTFL scale). Students in the Flagship program develop language and culture proficiency to support their major area of study and career goals. The majority of Flagship students participate in an education abroad program in China or Taiwan at least once a year and spend their final year attending university in China with all instruction in Mandarin.

To meet students’ varied curricular needs, we also applied for and received a Department of Education Undergraduate International

Studies and Foreign Language (UISFL) Grant in 2008. This grant supported WKU faculty travel to China to create new and/or enhanced Chinese content in their courses. Further, it helped to internationalize our students' research and theses. We developed partnerships between WKU's Chinese-speaking faculty and the Flagship program to create research opportunities that would utilize students' expanding Chinese language skills. As a result, many of our Chinese-speaking faculty sought Flagship students to assist in their research, which led to more internationally focused honors theses and a significant number of co-authored international publications.

In 2009, we successfully applied to the Office of Chinese Language Council International (HANBAN), which is affiliated with the Chinese Ministry of Education, to host the first Confucius Institute (CI) in the Commonwealth of Kentucky. The CI at WKU focuses on language teaching in the area K–12 system and accompanying cultural programming. We intended for the CI to create a pipeline of students with Chinese-language training for our Flagship program and also provide cultural and academic programming for the MHC, WKU campus, and local community.⁵

OFFICE OF SCHOLAR DEVELOPMENT

Our efforts created a steady stream of students who had the experiences and interests necessary to be competitive for prestigious national opportunities. The third element in internationalizing the MHC involved creating the Office of Scholar Development (OSD). This unit, which serves all WKU students and reports to the MHC director, was tasked with identifying and working with students on nationally and internationally competitive scholarships (Cobane and Jennings). Created in 2006, OSD drew upon the expanding number of honors students with substantial international experience, many of whom had participated in multiple education abroad programs, gained significant experience with research abroad, and/or possessed superior levels of proficiency in one or more modern languages, to increase the number of applicants and the overall success rate with nationally competitive scholarships. These efforts have led to a dramatic increase in the number of students applying for

and being awarded Benjamin A. Gilman International Scholarships, Critical Language Scholarships, U.S. Foreign Service Internship Program Awards, Boren Awards for International Study, and Fulbright U.S. Student Grants. For example, WKU earned recognition as a top producer among masters' comprehensive universities of Fulbright U.S. Student Grants for the 2010–2011 grant year, a first in the institution's history, and the university made this list for four consecutive years beginning in 2014–2015. Unsurprisingly, almost all of these Fulbright recipients are honors students or recent honors graduates. Moreover, although not international scholarships, our achievements in internationalizing the MHC experience has encouraged success with domestic national scholarships as well, including the Harry S. Truman Scholarship, the National Science Foundation Graduate Research Fellowship, and the Barry M. Goldwater Scholarship. Our success has helped the MHC attract and matriculate internationally focused gifted and high-achieving students, who have further enhanced our culture of global and national scholarship engagement.

Drawing upon the first three strategies, the MHC integrates our student success stories into our recruitment literature, social media, and web presence to further highlight and develop a culture of international engagement. The MHC has used its emphasis on and success with internationalization in its recruitment efforts, which have attracted honors students who are predisposed to participate in education abroad. Anecdotally, these internationally inclined students create "positive peer pressure" and serve as role models for their more hesitant classmates. These students, alumni, and their families form the core of our most successful recruitment efforts. Kentucky is a small state with close familial and community ties, and therefore, social networks are important for disseminating information and developing a reputation, particularly given the fact that the majority of WKU's students hail from one of the twenty-seven counties in our state-assigned service area. Education abroad alumni are the most active and effective proselytizers to other students of the value of international experience. A significant number of prospective honors students express that study abroad was one of,

if not, the primary reason for their visits to MHC. In fact, they often mention specific study abroad programs that they have heard about from friends or classmates.

FINANCING EDUCATION ABROAD

Developing a culture of study abroad in honors and weaving that culture into the broader institutional fabric necessitated making the experience financially accessible to a greater percentage of honors and non-honors students. WKU developed several institutional funding mechanisms to support education abroad and created systems to encourage students to pursue nationally competitive scholarships that would finance their education abroad experiences. First, at the urging of MHC leadership, WKU allowed students to use institutional academic tuition and room and board scholarships for most approved education abroad programs.⁶ For MHC students, many of whom receive substantial scholarship support from WKU, this policy created a significant financial incentive for spending a semester abroad, as opposed to participating in a short-term program during the winter or summer terms. The MHC also prioritized education abroad scholarships in its institutional budget and private fundraising efforts and from the new academic activities fee. The MHC Travel Abroad Grant (HTAG) offers additional support for students participating in education abroad for a semester or longer and provides funding for students pursuing short-term programs not covered by institutional academic scholarships. Encouragement to participate in national scholarship advising is built into the HTAG selection process, and all recipients are required to visit with OSD upon their return. When applying for HTAG, students must detail the other funding sources they are pursuing, and preference is given to students who are pursuing the widest range of available opportunities. Students who receive an HTAG must attend workshops hosted by OSD when they return to ensure that they are aware of further education abroad opportunities. These workshops encourage students who, for example, had studied abroad for a semester to think about how they might leverage that experience to apply for a Fulbright grant to support further international study.

Beyond the MHC, the Office of Study Abroad & Global Learning (SAGL) administers the World Topper Scholarship program, which awards \$100 to \$1,000 scholarships for education abroad, depending on the length and quality of the program and the student's financial need. During the five-year period when the MHC director also served as WKU's Chief International Officer, new grant programs were created to increase access to education abroad. These programs included EDGE Grants (Enhancing Diversity in Global Education), Alternate Gilman Awards, Supplemental Gilman Awards, and Passport Scholarships. Any WKU student could apply for these grants, but the MHC, through its culture of intrusive advising, made sure that every underrepresented student and Pell Grant recipient in the college was aware of these opportunities. The institution awards Supplemental and Alternate Gilman Awards to recipients of the Gilman Scholarship who need additional funding to make education abroad possible and to students who applied for but did not receive the Gilman Scholarship. These grants lower the cost of applying for a Gilman Scholarship, increasing the number of students willing to apply for the awards and thus overall success. Based on the effectiveness of these and other initiatives implemented during the period when the MHC's Executive Director served as Chief International Officer, WKU was named the Diversity & Inclusion Champion by Diversity Abroad, as part of the 2018 Excellence in Diversity & Inclusion in International Education (EDIIE) Awards.

OSD contributes to the goal of making education abroad accessible by advising students about national scholarships that fund education abroad and helping students develop competitive applications. OSD hosts numerous workshops throughout the year to introduce students to a range of nationally competitive scholarships, share information about the application and selection processes, and provide instruction about how they might approach the writing process. For example, OSD held eight overview workshops and more than 790 one-on-one meetings with students in a year. The office offers similar programming focused on the Fulbright U.S. Student Program, the Boren Awards, and the Critical Language Scholarship. It also coordinates scholarship workshops specifically

for MHC and Chinese Flagship students who often pursue Critical Language Scholarships to continue their language growth through intensive summer instruction and Boren Scholarships for their capstone year in China. Most of the workshops are held in the Honors College-International Center building, which further promotes an international culture within the MHC.

SCHOLAR DEVELOPMENT PLANS

Helping students understand education abroad as an important tool in enhancing their academic and professional goals and not as a singular, unrelated experience has been a central component of OSD and honors advising. At WKU, the honors-OSD collaboration has been guided by the use of scholar development plans (SDPs), four-year plans that aim to shape and influence students' undergraduate experiences. The SDP advising process guides students in developing action plans that move aspirational thinking and academic and career aims into a set of concrete and actionable goals. Students reflect on their skills and talents, issues they find compelling, and future plans, and ultimately, they develop plans that link their curricular, co-curricular, and extracurricular engagement to their long-term goals. Students are encouraged to engage in a wide range of high-impact practices, from education abroad to research, and to envision how these experiences contribute to their longer-term development. In this model, national scholarships serve as an important tool for funding key experiences, but as we have argued elsewhere, national scholarships are a high-impact practice because students participate in a writing-intensive process, often across several years, and receive frequent feedback (Cobane and Jennings).

The SDP process is a central feature of OSD workshops and honors advising, and it is part and parcel of the culture of education abroad in the MHC. Starting with a presentation at the MHC first-year orientation, OSD offers numerous SDP workshops throughout the year, encouraging first-year students to situate their thinking about their honors and broader university experience in this aspirational, goal-setting framework. Students learn about a range of

high-impact practices, how to get involved, support offered in the MHC and at the university, and how national scholarships can serve as a tool to support their goals. Students hear from honors peers who have participated in a range of these activities, and they are given planning materials that help them think about which curricular, co-curricular, and extracurricular activities might best advance their goals. Through SDP workshops and follow-up advising, honors students are encouraged to consider how education abroad can be an important catalyst in their academic and professional development. Honors advising echoes and reinforces this approach, urging students to plan early, identify programs that advance their goals, and pursue the resources to make education abroad possible.

The OSD-MHC collaboration, built around SDPs and emphasizing high-impact practices, has produced notable national scholarship success, which has funded significant education abroad opportunities for our students. As mentioned earlier, WKU students and recent graduates were recognized in national scholarship competitions eighty times in 2017–2018 and collectively earned more than \$926,261 in funding for graduate school, language study, public service, and education abroad. The MHC's emphasis on education abroad and its intensive approach to advising has produced a significant record of participation in national scholarship competitions. Indeed, although honors students constitute less than seven percent of the student population at WKU, they submitted sixty-two percent of the university's successful national scholarship applications in 2017–2018. The intentional building of internationally focused programs in honors has also produced significant accomplishments. For example, students in our Chinese Language Flagship Program submitted twenty-five percent of our successful national scholarship applications in 2017–2018. Equally important, national scholarships and the OSD advising program have made education abroad more accessible to students for whom this opportunity might not otherwise be possible. Of our successful national scholarship applications in 2017–2018, 55 percent were submitted by students who receive the Pell Grant, 26 percent by first-generation college students, and 22.5 percent by students of color.

STUDENT LEADERSHIP AND INTERNATIONALIZATION

These successes and the consistent participation of MHC students in the transformative experience of education abroad has generated considerable excitement about and interest in sharing individual experiences of study abroad. As part of the overall strategy of utilizing our students' energy, passion, and social networks to create a culture that promotes honors values, the MHC intentionally recruits students for participation in a range of influential on-campus student clubs and organizations.⁷ In this way, we spread the honors culture campus-wide and further internationalize the wider university as well as the MHC. These campus leaders interact with current and prospective students, both in and out of the MHC, and share honors values, especially the importance of international educational experiences.

Our efforts to identify and cultivate campus leaders begin with a three-day, off-campus, pre-freshmen retreat, which is intended to help first-year students learn about and inculcate honors values. The retreat, Honors Freshman Orientation Retreat (HFOR or H₄), involves most of the incoming honors cohort of three hundred students and approximately fifty upper-class peer leaders/counselors. Peer leaders/counselors are chosen via a selective application process in which they articulate their co-curricular leadership participation, including participation in international education. We select a diverse set of role models who, in addition to campus leadership, have participated in a range of international education experiences and have the potential to convey their passion to others. Each peer counselor leads and mentors a small group of four-to-six first-year students, and the peer counselors share their own international experiences and those of their friends. During H₄, the peer counselors staff tables about international opportunities, assist OSD in presenting on SDPs, and, during the retreat's information fair, discuss at length with first-year students their personal experience with various education abroad options, costs, and funding sources. In addition to learning about education abroad, undergraduate research, community engagement opportunities, and national scholarships, H₄ attendees are made aware of campus ambassadorial and leadership opportunities.

As with most universities, many of WKU's academic departments, colleges, the admissions office, study abroad office, and even the president's office have created student ambassador groups to assist with recruitment and event management. These student organizations perform an important role, providing valuable volunteer services and authentic peer-to-peer voices. This section will focus on several such organizations and their role in internationalizing the MHC: HonorsToppers, SAGL Representatives, Spirit Masters, and MHC Peer Mentors.⁸ In addition to the over fifty H₄ counselors discussed previously, other groups, particularly those listed above, have significant honors student participation and contribute to institutionalizing the honors model and internationalization in the MHC.

The primary *raison d'être* of the HonorsToppers is to provide personal and highly individualized tours to prospective families. Typically, two HonorsToppers are assigned to each visiting family. In addition, they staff recruitment tables at various on- and off-campus events and assist in a range of recruitment-related endeavors, ranging from phone calls to follow-up visit cards and school visits. HonorsToppers are chosen through an application and interview process, and selected students participate in a weekend-long training process, which includes practice on how to talk authentically about their honors experiences. As with H₄ counselors, applicants are evaluated on a range of diverse criteria, including major, year, type of high school, regional geography, and experience with national scholarships. Participation in education abroad is also an important variable. Typically, over eighty percent of the HonorsToppers have studied abroad at least once. Therefore, every recruitment encounter has a personal education abroad dimension. HonorsToppers get prospective students and their families excited about education abroad because they understand that an international educational experience is an important part of the MHC culture.

The Spirit Masters are the university-wide ambassadorial group that works directly for the president's office. Selection of these approximately thirty students involves a multi-part interview process. Successful applicants participate in a mandatory training program so they are prepared to work with the Governing Board and important university guests and support recruitment and other

campus outreach projects. They are, in part, selected for their leadership ability, passion for WKU, and ability to convey their WKU experience to others. During the past several years, the vast majority of Spirit Masters have been honors students with at least one education abroad experience.⁹ These students give talks in the community and at large-scale recruitment events, and they lead group recruitment tours on campus. When they discuss their undergraduate careers at WKU, their education abroad experience is nearly always part of the conversation. The students are passionate about conveying the value of education abroad and the reasons why students should participate. Additionally, their visibility gives the impression that every honors student participates in an education abroad experience, further reinforcing the importance of education abroad in MHC's culture.

The MHC's peer mentoring program also reinforces the importance of education abroad. The honors college created a peer mentoring program to assist our faculty and professional advisors. In addition to talking with students about classes, majors, and internships, the peer advisors discuss other opportunities, including education abroad. These conversations reinforce what students hear from faculty and professional advisors regarding not only the value of education abroad, but also how to fit international experiences into their four years at WKU. These peer-to-peer conversations are invaluable in emphasizing our message about education abroad opportunities, further enhancing the honors college's international culture.

CONCLUSION

The intentional, layered process of internationalization at WKU offers an important case study in how to internationalize the honors experience. It also provides valuable and replicable lessons on how honors can be an effective tool in efforts to internationalize the institution as a whole. While the majority of WKU's students face cultural and financial barriers to studying abroad, our internationalization efforts have created a strong system to support broader access to education abroad, ranging from institutional education abroad

scholarships, university scholarship policies that allow students to use academic scholarships for education abroad, and scholarship advising. Honors and OSD advising, honors recruitment, and honors peer mentoring programs frame education abroad as an integral honors experience and help students select programs that contribute to their academic and professional goals. Moreover, this approach encourages honors students to plan their education abroad and gives them the knowledge to pursue internal and external funding. Finally, the MHC encourages students to participate in various ambassadorial programs across campus and share their international experiences, thereby amplifying, reinforcing, and expanding the international culture of the MHC to the wider university. These efforts have resulted in an honors culture that emphasizes internationalization and participation in education abroad.

NOTES

¹WKU created an honors program in 1962, the Board of Regents voted to establish an honors college in 2008, and it was renamed the Dixie and Peter Mahurin Honors College in 2015. For ease of reading, Mahurin Honors College or MHC will be used throughout the chapter.

²For example, from 1950 to 2005, eleven students at WKU earned Fulbright grants. In the twelve years since, more than fifty WKU students or recent alumni have been recognized with awards.

³Here, recognition includes attaining honorable mention or alternate status.

⁴The Language Flagship, sponsored by the NSEP, periodically publicizes RFPs for specific languages of interest to the federal government. The Department of Education has annual competitions for UISFL grants, and more information can be found on its website.

⁵The Confucius Institute at WKU was recognized as Confucius Institute of the Year (2013 and 2015) and selected as one of ten Model Confucius Institutes in the world (2014). To learn more about

applying for Confucius Institutes, go to the HANBAN English-language website, <http://English.hanban.org/node_10971.htm>.

⁶This policy includes federal and state aid as well as most third-party scholarships.

⁷We recruit students with the following experiences: education abroad, undergraduate research, national scholarships, being an agent of positive change, engaged citizenship, giving back to the community, and campus leadership. Of course, this essay focuses primarily on education abroad.

⁸Selected annually, approximately thirty-five HonorsToppers provide personal VIP tours to prospective honors students and their families. Over fifty percent of the twenty Study Abroad & Global Learning Representatives are honors students, and fifteen students serve as honors peer mentors.

⁹It is not uncommon for ninety percent of Spirit Masters to be honors students.

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Address correspondence to Craig T. Cobane at
craig.cobane@gmail.com.