

Honors Task Force Conclusions and Recommendations

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Honors Task Force Members: Jeremy Piger (co-chair), Josh Snodgrass (co-chair), Lisa Freinkel, Marina Guenza, Kevin Hatfield, Terry Hunt, Mary Jaeger, Nelson Lindgren, Ian McNeely, Daniel Rosenberg, Brad Shelton, Roger Thompson

Questions to be addressed:

Questions Regarding Honors at the UO

- 1) What is the current landscape of honors at UO?
- 2) Is the number of students getting honors at UO appropriate?
- 3) Are there too many honors programs at UO? Is there “Honors Clutter”?
- 4) Is there a need for standardization across campus in departmental honors programs?
- 5) Is the distribution of honors at UO equitable?

Questions regarding the Clark Honors College

- 6) How should CHC grow its enrollment?
- 7) Should there be an alternative pathway for continuing UO students (e.g., sophomores and juniors) to join the Honors College?
- 8) How should faculty outside of CHC contribute to honors students through coursework or thesis oversight?
- 9) Should CHC make changes to better serve students in STEM majors?
- 10) How does differential tuition affect the Honors College?

Questions regarding the College Scholars Program

- 11) What is the current status of College Scholars and the funding used to support it? What about the Reacting to the Past classes?

The Honors Task Force (HTF) has arrived at the following conclusions and recommendations:

Conclusions

What is the current landscape of honors at UO?

With the assistance of the Office of the Registrar as well as the CHC, the HTF collected quantitative data on the landscape of honors programs across UO. With the assistance of the Provost’s Office, the HTF collected qualitative information about departmental honors programs using information published in the [UO Catalog](#), individual department and

college websites, and interviews with individual departments. Appendix A and B contain this information. From these data, several conclusions emerged:

There are three primary routes to earn Honors at UO: 1) Latin Honors, awarded to the top 10% of each quarter's graduating class; 2) Departmental/College Honors, awarded for meeting requirements specific to individual majors or colleges (excluding the Clark Honors College); and, 3) the Clark Honors College (CHC). In the remainder of this document, "departmental honors" is used to refer to departmental /college honors.

There are a large number of departmental honors programs on campus. Inside of the College of Arts and Sciences (CAS), most majors have a route to departmental honors. The Lundquist College of Business (LCB) has a college-level honors program. The School of Journalism and Communication (SOJC) and the School of Architecture and Allied Arts (now College of Design; AAA/CoD) have honors programs for some, but not all, of their majors. Finally, the School of Music and Dance (SOMD) and the College of Education (COE) do not have honors programs.

In addition to the three routes to Honors identified above, there are a number of Honors societies for which the UO maintains a chapter and students may be invited to membership. The HTF did not discuss these societies in detail, with the exception of Phi Beta Kappa. More information about these programs is provided in the [UO Catalog](#).

Is the number of students getting honors at UO appropriate?

Table 1 of Appendix A shows that the percentage of graduates at UO who received at least one of these three primary types of honors was 14% over the four-year period extending from the 2012-2013 AY to the 2015-2016 AY. If we look at each group individually, 10% of graduates earned Latin honors, 5% of graduates earned at least one form of departmental honors, and 3% of students graduated as a member of the CHC.

Figure 1 of Appendix A shows these percentages for each type of honors by academic year from 2012-2013 through 2015-2016. The percentages are stable across the time period, suggesting the occurrence of honors at UO has not become more or less prevalent, at least during the last several years.

The HTF concludes that these aggregate percentages seem appropriate. Indeed, only a relatively small number of students (4% of graduates) are earning CHC and/or departmental honors and do not also earn Latin Honors. Note that Latin Honors is awarded according to cumulative GPAs and the percentile rankings in their respective graduating classes; by definition, *summa cum laude* is awarded to the top 2% of the graduating class, *magna cum laude* to students in the top 5%, and *cum laude* to those graduates in the top 10%. Overall, an honors designation at UO seems to be a reasonably rare occurrence reserved for top performing students.

Are there too many honors programs at UO? Is there “Honors Clutter”?

As discussed above, there are a large number of departmental honors programs at UO. Indeed, the majority of majors on campus provide some route to earn departmental honors. Appendix B provides information on the requirements of these programs, and reveals that most require a substantial endeavor that goes beyond simple GPA requirements. This typically consists of either an intensive research experience or additional coursework.

Table 3 of Appendix A reveals that a significant source (above 80%) of students earning departmental honors are non-CHC graduates. These “non-CHC departmental honors” graduates are top performers at the University, who earn Latin Honors at roughly the same rate as Honors College graduates (see Tables 4 and 5 of Appendix A). There are about 1.5 times as many non-CHC departmental honors graduates as there are Honors College graduates (Table 3 of Appendix A).

The HTF discussed this situation and concluded that rather than “Honors Clutter,” there seems to be a healthy diversity of Honors programs at UO. As one HTF member put it, UO has a “vibrant ecosystem” of Honors programs. Departmental honors programs, in particular, provide a route for top-performing students who are not members of the CHC to connect with undergraduate research and other advanced engagement opportunities. While one could imagine an alternative system in which these students were members of the CHC, such a one-size fits all approach is likely to have significant drawbacks. Some top performing students earning departmental honors are undoubtedly late bloomers, and incorporating them into the CHC would require a significant change to the CHC model that is designed around a four-year experience. Perhaps even more significant, some top performing students, while wanting to connect with research at UO, do not view the entirety of the CHC experience as the right fit for them. In the end, the CHC and departmental honors programs provide complementary approaches to Honors that help serve, attract, and retain top performing students.

Is there a need for standardization across campus in departmental honors programs?

The HTF identified 35 different departmental honors programs at UO. This includes 31 departmental honors programs in CAS, two in AAA/CoD, and a single college level program in each of LCB and SOJC. A departmental honors opportunity exists for the majority of majors on campus. For example, 31 of the 36 CAS departments offer departmental honors programs. Appendix B provides information on the requirements of each of these programs to earn Honors. Most programs require either a research experience or additional advanced coursework in addition to a GPA requirement. For 27 of the programs, the research experience consists of a thesis that is supervised by at least one, and in many cases a committee, of faculty. In other programs, departmental honors does not require a thesis, but does require an alternative research experience or dedicated honors curriculum. Finally, there are a handful of programs that offer a route to departmental honors programs that is based solely on GPA.

The HTF discussed the issue of whether departmental honors programs should have more standardized requirements. The HTF concluded that it would not be productive to require detailed standardization that micromanages individual departmental honors programs. However, the HTF does feel that it is important to standardize broad principles guiding the purpose of a departmental honors program. The sentiment expressed by members of the HTF is that these broad principles should clearly attach departmental honors programs to the research mission of the University. This could be satisfied by providing top-performing students access to undergraduate research opportunities, as most programs already do. Alternatively, or additionally, it could be satisfied by providing honors students access to advanced curriculum, such as dedicated honors curriculum or graduate-level coursework. The HTF feels that those programs that award honors entirely on the basis of GPA are problematic, in that they essentially duplicate the goals of the Latin Honors program, even if the departmental honors GPA only focuses on a subset of coursework.

Is the distribution of honors at UO equitable?

Across departmental honors programs, most award honors to between 3% and 10% of their majors (see Table 2 of Appendix A.) However, there are some majors where these numbers are far higher, and others where these numbers are lower (and of course zero in cases where no departmental honors program exists.)

In cases where honors require a research experience, and yet are awarded at a high rate, it is likely that those departments are doing an effective job of channeling students into research opportunities. However, in other cases, departments with a relatively large percentage of honors students likely result from departmental honors being based solely on GPA. In the latter case, as discussed above, the HTF feels it is important for programs to demonstrably connect their honors requirements to the research mission of the University, and that a GPA-only route to departmental honors should be eliminated.

On the other side of the spectrum, the HTF concluded that departments where departmental honors are awarded at a very low rate, or are not available at all, should evaluate their programs to ascertain whether top performing students are being given adequate opportunities to earn departmental honors. In some cases, this may simply require modifying existing honors requirements to recognize research, or advanced coursework, activities that students are already engaged in. In other cases, this may require the creation of new departmental or college-level honors pathways. Finally, departments should evaluate whether they are effectively communicating the availability of honors programs for their major(s) to current and prospective students, as well as faculty and staff.

The HTF also addressed a separate issue of honors equity. Latin Honors are currently awarded based on a student's standing in the graduating class of the quarter in which they graduate. In practice, this leads to different standards for honors from one term to the next; these differences are substantial and seem to vary in systematic ways. This creates confusion for students in how Latin Honors are earned, and also perverse incentives for students to delay graduation in order to find a quarter in which Latin honors are easier to

earn. The HTF feels it is important for this to be addressed such that the standards for earning Latin honors are consistent across the quarters of a given academic year.

How should CHC grow its enrollment?

In his response to the 2016 external review of the CHC, Dean Terry Hunt wrote:

“Growth in student enrollment in the CHC must never compromise standards of excellence for admission and academic performance. We see growth only as an outcome of scaled expansion of the resident and affiliated faculty and successful student recruitment. Otherwise, growth should not be a goal in and of itself.”

The HTF discussed the issue of possible enrollment growth in the Clark Honors College, and Dean Hunt’s sentiments accurately capture the consensus that was reached. If the CHC is to grow, it should do so only in a carefully considered way that includes resources designed to support that growth. The current CHC accomplishes many objectives very effectively, including a four-year honors curriculum, creation of cohorts, out of class support and advising, and substantial support for thesis development. Any growth in enrollment would need to address how to maintain excellence in each of these areas. If growth proceeds without a commensurate scaling of resources, the University risks weakening the CHC brand, which has been carefully cultivated over time and has substantial value for the University.

It is difficult to imagine how current standards in the CHC could be maintained alongside enrollment growth without coincident growth in the number of tenure-track faculty who are substantially or fully involved in the CHC. One approach to increase faculty involvement is the addition of new TTF faculty who are either appointed in the CHC or with shared appointments across the CHC and other academic units. Other approaches are also likely to be fruitful, and the UO should be prepared to pursue new models for how to recruit and utilize additional faculty, both new and existing, who can support growth of the CHC. As one example, the HTF discussed the possibility of a program where faculty outside the CHC rotate into the CHC for multiyear commitments with teaching, mentoring, and leadership responsibilities.

Any growth in faculty support of the CHC should take into consideration those fields that are in highest demand by current students and projected growth in that demand. Further, as faculty outside the CHC advise most CHC theses, enrollment growth would need to come with support for these faculty and with consideration of the majors of CHC students.

Should there be an alternative pathway for continuing UO students (e.g., sophomores and juniors) to join the Honors College?

Under current CHC policy, a continuing UO student can join the CHC, but they must complete the same requirements as a student who entered the CHC at the time they matriculated to the UO. For students who have completed 45 or more credits of General Education requirements, the CHC recommends that they not apply to the CHC but instead

explore departmental honors as an alternative (<https://honors.uoregon.edu/transfer>). In practice, very few students enter the CHC at a time different than their matriculation to UO. This raises the question of whether this approach is overly restrictive. The HTF considered whether the CHC should create an alternative set of requirements to earn CHC honors, or possibly an alternative designation of honors, for a student who enters the CHC later in their academic career at UO.

The HTF discussed two possible benefits of such a policy change. The first is to provide a natural mechanism to grow the enrollment of the CHC, should this be desired. The second is to provide top performing students who are not presently in the CHC a route to participate in the CHC experience, and connect with other top scholars on campus.

While the benefits of an alternative pathway are real, the HTF concluded that such a pathway would also likely have significant negative effects on the perception and reality of the CHC. As it stands, the CHC distinguishes itself on campus as the only program that provides a general education honors curriculum. Creating alternative pathways to CHC Honors, or alternative designations of honors, is likely to increase honors confusion on campus, and weaken the perception of CHC Honors as a unique and crowning achievement. The CHC has built a valuable brand, and the UO should be very careful to not damage this brand by making significant changes to the CHC program and experience.

The HTF discussed alternative approaches to help connect top scholars around the University who are not in the CHC, such as those earning departmental honors, with CHC students. The Undergraduate Research Symposium is a good example of such an approach, as it brings together top scholars from around the University in a single setting. Additional programs with a similar goal would likely be helpful in continuing to grow the culture of undergraduate research at the UO.

How should faculty outside of CHC contribute to honors students through coursework or thesis oversight?

With the assistance of the CHC, the HTF collected data on thesis oversight provided by departments and colleges around campus. This data is presented in Tables 7-8 of Appendix A. As these tables make clear, the CHC relies significantly on non-CHC faculty to advise CHC students on research opportunities and the required thesis, and this contribution does not fall evenly around the University, with certain departments and faculty advising a disproportionate number of students.

The CHC and University should continue to explore models to support and compensate faculty around campus who advise CHC students, particularly in those areas where this burden is falling most heavily.

Should CHC make changes to better serve students in STEM majors?

As Table 7 of Appendix A shows, the clear majority (nearly 70%) of CHC graduates have faculty from CAS as their primary thesis advisor. Table 8 of Appendix A shows the

departments inside of CAS where this advising originates from, and demonstrates that many CHC students are majoring in and writing theses in STEM related fields. However, as is shown in Table 9 of Appendix A, the CHC has relatively few core TTF with specializations in STEM fields. The resulting imbalance in curricular offerings within the CHC presents problems for students in STEM related majors seeking advanced instruction and mentorship as well as students in the humanities and other fields seeking rigorous foundational instruction in the STEM fields. The HTF supports the development of cooperative arrangements allowing faculty from STEM related departments to teach and mentor in CHC in meaningful and enduring ways. In addition, the 2016 external review of the CHC makes some suggestions as to how STEM-focused students might be better served, including the use of honors contracts and honors courses taught outside the CHC.

How does differential tuition affect the Honors College?

The CHC charges a higher rate of tuition for students who participate in the CHC. CHC differential tuition is among the highest of honors colleges and programs nationally. It is evident to those involved in recruiting that this hurts the ability of the CHC to recruit top scholars, particularly out of state students for whom standard tuition is already high. On the other hand, differential tuition is a major funding vehicle for the CHC.

What is the current status of College Scholars and the funding used to support it? What about the Reacting to the Past classes?

The HTF received information from CAS about the College Scholars (CS) program. The CS program in its previous form is being discontinued. It was decided that the CS program did not have the resources to mount a program that provided a sufficiently attractive and academically rigorous alternative to the CHC, and as such it was contributing to confusion about Honors at UO without substantial benefit.

Discussions are underway to use the funding previously used for the CS program in support of a new program providing integrated academic and career advising as well as curricular enhancements to select students in CAS. This program will be part of the larger career services effort being mounted in the new Tykeson College and Careers Building.

The future of the “Reacting to the Past” courses has not yet been settled, but the hope is to continue a version of these courses that will be more broadly accessible than was previously the case.

Appendix C presents a report by Professors Ben Saunders and Karen Sprague on the rationale for discontinuing the CS program and recommendations for the future.

Recommendations

Based on the above conclusions, the HTF offers the following recommendations, which we suggest the Undergraduate Council consider and then bring to the Senate:

1. The HTF recommends that the University develop broad summary language that articulates the principles guiding the purpose of departmental honors programs. The HTF believes this language should connect departmental honors to the research mission (broadly defined) of the University.
2. The HTF recommends that GPA-only based routes to departmental honors should be eliminated.
3. The HTF recommends that colleges and departments that do not currently have an option to earn departmental honors explore whether such a program would be appropriate as a way to better serve top performing students in their programs.
4. The HTF recommends that all colleges and departments maintain a transparent means of communicating accurate information about their honors programs. At a minimum, this should include published details of the existence and requirements for departmental honors on departmental or college websites and in the portion of the UO Catalog dedicated to their academic unit. The UO [Catalog](#) contains summary information listing the existence of honors programs, but the HTF found cases where an honors opportunity is included in this list, but no information about the requirements of this program were included elsewhere in the Catalog or on the relevant department website. Additionally, all units offering honors programs should evaluate whether they are effectively communicating the existence of these programs to students, faculty and staff.
5. The HTF recommends that a short document summarizing the existence and requirements of honors opportunities across campus should be centrally maintained for the University community and be made available to advisors, other support staff, and recruiters. This document might contain similar information as is found in Appendix B. This document should prominently display the summary language developed in response to recommendation #1 above.
6. The HTF recommends that the GPA levels for earning Latin honors be standardized so that it is the same across the quarters of a given academic year.
7. The HTF recommends against the development of alternative pathways to CHC Honors, or alternative designations of honors.
8. The HTF recommends that CHC enrollment be grown only if adequate resources can be devoted to maintaining the academic experience currently being offered to CHC students. These resources would include support for new faculty who are substantially or fully involved in the CHC in order to maintain class sizes in the honors general

education curriculum, out of class support and advising, and support for thesis development. In establishing priorities, careful attention should be given to the field interests of students accounting for enrollment growth. Resources would also be needed to support faculty outside the CHC who take on the additional thesis advising responsibilities coming along with CHC enrollment growth. Without adequate additional resources, it would be better for the CHC to remain its current size.

9. The HTF recommends that efforts to support top scholars at the UO be expanded and strengthened. Focus should be given to programs that:
A. Foster undergraduate research opportunities broadly defined, which includes both scholarship and other creative activities.
B. Promote engagement with the research mission of the University across the curriculum and across levels (freshman to senior).
C. Facilitate connections among top scholars around campus, both inside and out of the CHC. These efforts are important to differentiate UO as an R1 university that provides a rich experience integrating both teaching and research. It is also very important for recruiting top performing high school student to campus.

10. The HTF recommends the development of a mechanism for coordinating honors opportunities at UO. The Task Force discussed but did not come to consensus on the precise nature of such a mechanism, whether it would entail a stand-alone University level Honors Council (HC), working in collaboration with the Undergraduate Council; whether it would be an expression of the Undergraduate Council, or whether it would take some other form. The Task Force recommends that any such effort be jointly responsible to the Senate and Provost's Office, and that the CHC Dean would play a key role in any such body.

Appendix A: Data on Honors Programs at the UO

Table 1
Percent of UO Graduates Earning Alternative Designations of Honors
2012-2013 through 2015-2016 Academic Years

Type of Honors	Percent of UO Graduates
<i>Total</i>	14%
<i>By Category - Overlapping</i>	
Latin Honors	10%
Departmental Honors	5%
CHC	3%
<i>By Category - Non-Overlapping</i>	
Latin Only	7.3%
CHC Only	1.2%
Departmental Only	2.3%
Latin and Departmental Only	1.9%
Latin and CHC Only	0.6%
Departmental and CHC Only	0.3%
Latin, Departmental, and CHC	0.6%

Notes: “Total” refers to all students who earn at least one of Latin Honors, Departmental Honors or CHC Honors.

Figure 1
Percent of UO Graduates Earning Alternative Designations of Honors Over Time

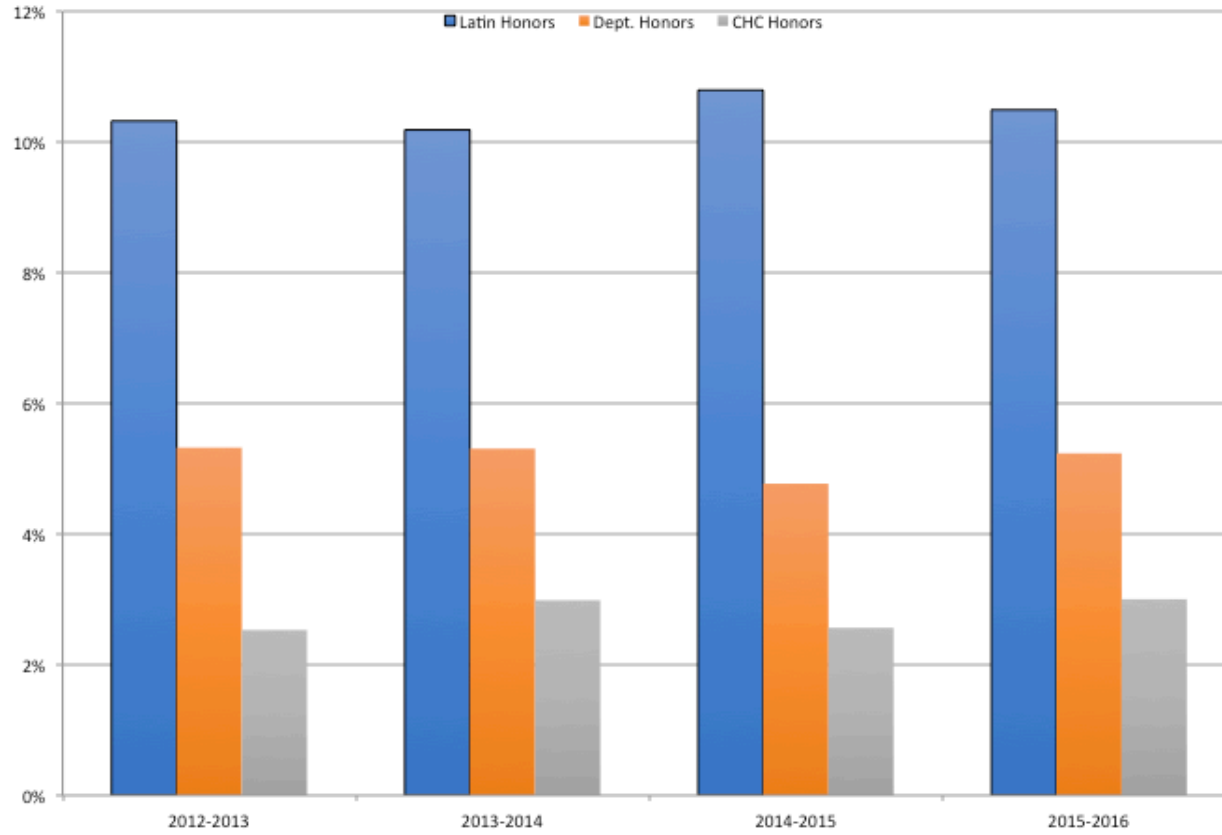


Table 2
Percent of Graduates in Individual Majors Earning Alternative Designations of Honors
2012-2013 through 2015-2016 Academic Years

Major	Honors	Latin Honors	Dept. Honors	CHC	Total Majors
AAA/CoD					
Architecture	19%	17%	0%	3%	241
Art	10%	10%	0%	0%	247
Art History	16%	14%	9%	2%	88
Digital Arts	13%	12%	0%	2%	283
Interior Architecture	14%	14%	0%	0%	51
Landscape Architecture	26%	24%	0%	2%	50
Material & Product Studies	8%	7%	0%	3%	119
Planning, Public Policy & Mgmt	13%	9%	3%	5%	175
Product Design	19%	14%	0%	5%	42
AAA/CoD Total	14%	13%	1%	3%	1328
CAS					
Anthropology	18%	14%	11%	4%	382
Asian Studies	21%	19%	0%	0%	48
Biochemistry	34%	11%	27%	14%	97
Biology	28%	19%	8%	8%	515
Chemistry	30%	14%	26%	7%	122
Chinese	22%	19%	3%	3%	105
Cinema Studies	21%	8%	19%	2%	267
Computer & Information Science	20%	16%	3%	3%	265
Economics	13%	8%	7%	2%	1133
English	19%	16%	2%	5%	469
Environmental Science	20%	15%	6%	5%	193
Environmental Studies	14%	12%	3%	4%	355

Major	Honors	Latin Honors	Dept. Honors	CHC	Total Majors
Ethnic Studies	56%	10%	55%	3%	78
French	29%	21%	12%	8%	95
General Science	9%	5%	1%	2%	208
General Social Science	4%	2%	3%	0%	1125
Geography	21%	14%	16%	4%	215
Geological Sciences	22%	18%	4%	5%	98
History	15%	11%	3%	5%	401
Human Physiology	15%	11%	4%	4%	988
Humanities	17%	11%	0%	6%	84
International Studies	28%	21%	11%	7%	480
Japanese	20%	20%	0%	3%	142
Linguistics	33%	29%	9%	7%	103
Marine Biology	20%	13%	6%	9%	54
Mathematics	34%	26%	1%	8%	287
Philosophy	26%	17%	9%	5%	203
Physics	28%	19%	18%	6%	108
Political Science	14%	11%	3%	3%	782
Psychology	14%	10%	5%	3%	1555
Religious Studies	22%	14%	2%	2%	51
Romance Languages	36%	26%	13%	9%	53
Sociology	7%	5%	2%	1%	894
Spanish	24%	19%	11%	7%	465
Theater Arts	21%	17%	16%	7%	107
Women's and Gender Studies	14%	9%	0%	3%	64
CAS Total	17%	12%	6%	4%	12813
LCB					
Accounting	24%	17%	10%	2%	641
Business Administration	9%	6%	3%	1%	2104
LCB Total	13%	9%	5%	1%	2745

Major	Honors	Latin Honors	Dept. Honors	CHC	Total Majors
<i>COE</i>					
Communication Disorders & Sci	11%	11%	0%	2%	175
Educational Foundations	19%	18%	0%	1%	309
Family and Human Services	22%	21%	0%	1%	432
COE Total	19%	18%	0%	1%	916
<i>SOJC</i>					
Jour:Advertising	8%	5%	2%	2%	830
Jour:Communication Studies	9%	6%	2%	4%	47
Jour:Public Relations	5%	3%	1%	2%	674
Journalism	14%	9%	3%	5%	591
SOJC Total	9%	6%	2%	3%	2142
<i>SOMD</i>					
Dance	17%	15%	0%	4%	46
Music Performance	51%	49%	0%	5%	63
SOMD Total	50%	46%	0%	6%	166
All Small Majors	40%	33%	8%	7%	311
University of Oregon	14%	10%	5%	3%	18653

Notes: Percentages are calculated as percent of total majors graduated for each unit. Small majors are combined in the row labeled “All Small Majors”, where a small major is defined as a major with less than or equal to 40 graduates over the four year time period. There are 18 such majors, 5 in AAA/CoD, 9 in CAS, and 4 in SOMD.

Table 3
Percent of Honors Awards Accounted for by Alternative Designations of Honors
2012-2013 through 2015-2016 Academic Years

Type of Honors	As Percent of All Graduates who Earn Honors	Counts
Latin Only	51%	1359
CHC Only	9%	231
Departmental Only	16%	422
Latin and Department Only	14%	362
Latin and CHC Only	4%	108
Departmental and CHC Only	2%	58
Latin, Departmental and CHC	5%	120
Average Number of Honors Designations Earned by an Honors Student	1.3	

Table 4
Percent of Clark Honors College Graduates Earning Alternative Designations of Honors
2012-2013 through 2015-2016 Academic Years

Type of Honors	As Percent of CHC Graduates
CHC Honors Only	45%
CHC and Latin Honors	44%
CHC and Departmental Honors	34%
CHC, Latin and Department Honors	23%
 Average Number of Honors Designations Earned by a CHC Graduate	 1.8

Notes: Categories in Table 4 are overlapping.

Table 5
Percent of Non-CHC Departmental Honors Graduates Earning Alternative Designations of Honors
2012-2013 through 2015-2016 Academic Years

Type of Honors	As Percent of Non-CHC Departmental Honors Graduates
Departmental Honors Only	54%
Departmental and Latin Honors	46%
 Average Number of Honors Designations Earned by a Non-CHC Departmental Honors Graduate	 1.5

Notes: A “Non-CHC Departmental Honors Graduate” is a student who graduates with departmental honors, but is not a member of the CHC.

Table 6
The Distribution of Majors in the CHC and the University of Oregon
2012-2013 through 2015-2016 Academic Years

College of Major	Percent of CHC Graduates	Percent of UO Graduates
CAS	92%	69%
SOJC	11%	11%
LCB	8%	15%
AAA/CoD	7%	7%
COE	2%	5%
SOMD	2%	1%
Major		
Biology	8%	3%
Psychology	8%	8%
Human Physiology	7%	5%
International Studies	6%	3%
Spanish	6%	2%
Economics	5%	6%
English	5%	3%
Business Administration	5%	11%
Journalism	5%	3%
History	4%	2%
Mathematics	4%	2%
Political Science	4%	4%
Anthropology	3%	2%
Biochemistry	3%	1%
Environmental Studies	3%	2%
Jour: Advertising	3%	4%
Architecture	2%	1%
Planning, Public Policy & Mgmt	2%	1%

Major	Percent of CHC Graduates	Percent of UO Graduates
Chemistry	2%	1%
Environmental Science	2%	1%
French	2%	1%
Geography	2%	1%
Philosophy	2%	1%
Accounting	2%	3%
Jour:Public Relations	2%	4%
Digital Arts	1%	2%
Physics	1%	1%
Sociology	1%	5%
Family and Human Services	1%	2%
General Social Science	0%	6%
Educational Foundations	0%	2%

Notes: The percentage for each column is the percentage of CHC graduates or UO graduates who earned a major in the corresponding row. Graduates earning more than one major are counted for each major they earned. Majors for which all columns were less than 1% were eliminated.

Table 7
The Distribution of CHC Primary Thesis Advisors (PTA) across UO Colleges and Schools
2012-2013 through 2015-2016 Academic Years

Academic Unit	Count of PTA
AAA/CoD	35
CAS	340
CHC	10
COE	14
LCB	40
SOJC	47
SOMD	10
Other	4
Total	500

Table 8
The Distribution of CHC Primary Thesis Advisors (PTA) across CAS Departments
2012-2013 through 2015-2016 Academic Years

CAS Department	Count of PTA
Biology	38
Psychology	37
Human Physiology	32
English	25
Economics	17
History	17
Political Science	15
Anthropology	14
Chemistry and Biochemistry	14
International Studies	14
Romance Languages	13
Geography	10
Sociology	10
Mathematics	8
Computer and Information Science	7
Physics	7
Theatre Arts	7
Comparative Literature	6
Philosophy	6
Creative Writing Program	4
Environmental Studies	4
Linguistics	4
Biology/OIMB	3
East Asian Languages	3
Religious Studies	3
Women's and Gender Studies	3
American English Institute	2
Classics	2

CAS Department	Count of PTA
Geological Sciences	2
German & Scandinavian	2
Russian and East European Studies	2
Asian Studies/Geography	1
Botany & Plant Pathology	1
Creating Writing Program	1
Economics and Provost and Academic Affairs	1
Ethnic Studies	1
Neuroscience	1
Oregon Consortium for International and Area Studies	1
Philosophy/Psychology	1
Theater Arts	1

Table 9
The Distribution of Current CHC Tenure Track Faculty Across Fields

Field	Number of Tenure Track Faculty
Literature	7
History	7
Jewish Studies	1
Rhetoric	1
Environmental Studies	1
Earth Sciences	1
Anthropology	1
Biology	1

Notes: Data obtained from: <https://honors.uoregon.edu/core-faculty>. Faculty with multiple fields of specialization are counted more than once in the table. Emeritus faculty are not included in the counts.

Appendix B: Requirements of Departmental and College Honors Programs

<i>AAA/COD Honors Programs</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
PPPM	3.75 - Overall	Yes	Yes	Yes	2-3			
History of Art & Architecture	3.5 - Major Courses	Yes	Yes					
<i>CAS Honors Programs</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
Anthropology	Option 1: 3.75 - Overall 4.00 - Major Courses Option 2: 3.50 - Overall 3.75 - Major Courses	Yes, if choosing Option 2	Yes, if choosing Option 2					
Biology	3.30 - Upper Division Major Courses	Yes	Yes	Yes	2	Yes	Yes	
Chemistry	3.50 - Overall					Yes		Yes
Classics	3.50 - Upper Division Major Courses	Yes	Yes	Yes	2			
Comp. Lit.		Yes	Yes	Yes	2			
Computer Science	3.50 - Overall 3.50 - Major Courses	Yes	Yes	Yes	6-8			
Earth Science	3.50 - Major Courses or 3.75 - All Science Courses	Yes	Yes	Yes	3	Yes		
Economics	3.50 - Upper Division Major Courses	Yes	Yes					
English	3.70 - Major Courses	Yes	Yes	Yes	2			

CAS Honors Programs (cont.)	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
Ethnic Studies	N/A							
Env. Studies	3.30 – Overall 3.50 – Major Courses	Yes	Yes	Yes	1-2			
General Science	3.50 – Overall 3.50 – Major Courses	Yes	Yes	Yes	3	Yes		
General Social Science	3.20 – Overall 3.60 – Major Courses							
Geography	3.60 – Overall	Optional						
German and Scandinavian	3.50 – Overall	Yes	Yes	Yes	2			
History	3.50 – Major Courses	Yes	Yes	Yes	3			
Human Physiology	3.50 – Major Courses	Yes	Yes	Yes	4			
Humanities	3.50 – Upper Division Major Courses	Yes	Yes	Yes	2			
Int. Studies	3.50 – Overall	Yes	Yes	Yes	2			
Judaic Studies	3.50 – Major Courses	Yes	Yes	Yes	3			
Linguistics	3.50 – Overall 3.75 – Major Courses	Yes	Yes					
Mathematics	3.00 – Upper Division Major Courses	Yes	Yes	Yes	3			
Philosophy	3.50 – Major Courses	Yes	Yes	Yes	2			
Physics	Option 1: 3.50 – Upper Division Major Courses Option 2: 3.30 – Upper Division Major Courses	Yes, if choosing Option 2	Yes, if choosing Option 2	Yes, if choosing Option 2	2	Yes, if choosing Option 2		

<i>CAS Honors Programs (cont.)</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
Political Science	3.50 – Overall 3.70 – Major Courses	Yes	Yes	Yes	2			
Psychology	B+ or higher in PSY 305	Yes	Yes	Yes	3	Yes		
Religious Studies	3.80 – Major Courses	Yes	Yes	Yes	3			
Romance Languages	Option 1: 3.50 – Overall 4.00 – Upper Division Major Courses Option 2: 3.50 – Overall 3.75 – Upper Division Major Courses	Yes, if choosing Option 2	Yes, if choosing Option 2					
Russian, East European, and Eurasian Studies	3.50 – Overall	Yes	Yes	Yes	2			
Sociology	3.40 – Overall or nominations by two faculty members	Yes	Yes					Yes
Women's And Gender Studies	3.5 – Major Courses	Yes	Yes	Yes	2	Yes		
<i>LCB Honors Program</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
Accounting	3.50 – Overall 3.60 – Major Courses						Yes	Yes
Business Adm.	3.50 – Overall 3.60 – Major Courses						Yes	Yes

<i>COE Honors Programs</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
No Departmental Honors Available								

<i>SOJC Honors Programs</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
Jour: Advertising	3.50 - Overall	Yes	Yes	Yes	3		Yes	
Journalism	3.50 - Overall	Yes	Yes	Yes	3		Yes	

<i>SOMD Honors Programs</i>	GPA Requirements	Thesis	Primary Advisor	Thesis Committee	Committee Size	Research	Honors Courses	Faculty Endorsement
No Departmental Honors Available								

Notes: “Research” indicates an undergraduate research experience that may be distinct from the thesis. In most cases this research forms the basis for the thesis if a thesis is also required. “Honors Courses” indicates dedicated Honors curriculum that is required to obtain honors.

Appendix C: Report on History and Future of College Scholars Program

A RATIONALE FOR DISCONTINUING COLLEGE SCHOLARS (AND RECONCEIVING IT AS PART OF A LARGER REVITALIZATION OF GENERAL EDUCATION AT THE UO)

AUTHORS

Professor Ben Saunders, College Scholars Program Director

Professor Karen Sprague, Interim Associate Dean for Undergraduate Education

WHAT IS COLLEGE SCHOLARS?

The UO program currently known as “College Scholars” was originally founded and conceived as the “Honors Track” program under Joe Stone (Dean of CAS) and Martha Pitts (Director of Admissions) in 1999. The goal was to serve high-performing undergraduates who hoped to graduate from the UO with Honors, but who were not accepted by the Clark Honors College, or could not afford the costs, or who did not wish to take the extensive requirements associated with that institution. The Program as conceived would introduce those students to a variety of disciplines within the College of Arts and Sciences through a combination of colloquia and general education courses, and then (ideally) guide those students towards the completion of Honors in their respective disciplines. Teachers were to be selected on the basis of their reputation for pedagogic excellence, and class sizes kept deliberately small. The Program has also since become home to the UO version of “Reacting to the Past,” a pedagogically innovative series of History courses first developed by Professor Mark Carnes at Barnard College. Membership is currently by invitation (to all incoming freshmen with a high-school GPA of 3.75 or greater).

HISTORICAL AND CURRENT PROBLEMS WITH THE PROGRAM

College Scholars has benefitted a number of accomplished self-starting students over the years with its smaller sized General Education courses and colloquia. **But it has never really lived up to its initial designated purpose of serving as an “on-ramp to Honors” across the disciplines due to insufficient staffing and funding.** Students tend to drift away during their junior years, often without completing their requirements (which were not listed on their transcripts before Ben Saunders took over the Program last year). Indeed, only a tiny percentage of any given incoming class has actually graduated from the Program; **on average, more than 75% of the students drop out** (see Leah Foy’s Excel spreadsheet for precise year-by-year numbers).

In the absence of necessary resources to serve as a true “Honors Track” program, the name, description, and requirements have been subject to constant tinkering under many hands. Indeed, over the past fifteen years, the Program has been marketed as “Honors Track,” “The Honors Program,” “The College Honors Program,” “The Society of College Scholars,” and “The College Scholars Program,” under the rotating directorships of Deborah Baumgold,

Bill Harbaugh, Michael Dreiling, James Schombert, John Nicols, Mary Jaeger, Marjorie Taylor, and Ben Saunders.

This vagueness of conception and inconsistency of leadership has made it impossible for College Scholars to establish a coherent institutional identity. Despite the hard work of a series of accomplished and dedicated directors, and the best efforts of those tasked to market the Program within our Office of Admissions, confusion about the purpose and requirements of College Scholars and its relationship to the CHC remains rife among both students and academic advisors. Worse still, a considerable portion of the campus population — students, faculty, and even some administrators — do not seem to have heard of the College Scholars Program at all.

Besides these problems of institutional purpose and identity, it has also become more difficult to recruit faculty to teach within the Program in recent years. **Again, the resources are simply inadequate to the mandate**, which is to hire top ranked teaching and research faculty away from their home departments to teach General Education courses in innovative ways that will exclusively benefit College Scholars students. Such faculty are already in-demand, with other responsibilities and opportunities competing for their attention; their respective department heads are consequently reluctant to release them to the Program without receiving some significant course buy-out funds in exchange. Even the Clark Honors College — with its greater visibility and superior resources — can sometimes find it hard to recruit such faculty members away from their home departments; for a smaller, less well known, and comparatively under-resourced Program like College Scholars the task is much more difficult. (Last year, Ben Saunders worked with Ian McNeely to partially address this problem by creating two College Scholars Teaching Fellowships in the Humanities and Social Sciences to serve as a recruitment incentive for faculty from those divisions; however, the long term viability of this solution is unclear, and the course releases attached to the Fellowship do not serve as a sufficient incentive to attract faculty in the Natural Sciences.)

This recruitment challenge has also made curricular innovation within the Program next to impossible. For example, Professor Saunders was keen to revitalize the General Education portion of the Program by creating clusters of courses around important interdisciplinary themes (“Climate Change”, “Religious Conflict”, “Language and the Self,” etc.). The success of such themed clusters, however, is predicated on the ability to recruit from a necessarily smaller pool of qualified teachers; in the absence of real incentives to offer to either those teachers or their department heads, the idea of themed clusters of courses becomes unworkable.

STRENGTHS OF THE PROGRAM

Despite these difficulties, the Program provides at least two valuable and unique experiences:

1) Freshmen Colloquia.

These are one-credit classes (meeting once a week for one hour) that provide broad introductions to subjects in all three major Divisions of Knowledge in the College of Arts and Sciences: The Humanities; The Social Sciences; and the Natural Sciences. Each week, a different faculty member introduces the enrolled students to his/her field and discipline, offering insight into the history of their particular subject, current research, and career opportunities related to the field. Students must take two out of the three Colloquia (E.G. “Humanities” and “Natural Sciences”), and are encouraged to take them during their first year.

These colloquia rapidly introduce students to a wide range of scholarly pursuits within CAS; they also introduce them to potential mentors, and steer them towards the right Majors for their particular skills and interests. Anecdotal evidence suggests that the students value and appreciate these classes, particularly if they take them early in their careers. (There is sometimes a drop-off in enthusiasm among the students who take these courses as sophomores; we suspect this is because those students have generally settled on a Major and have less interest in learning about other subjects.)

2) Reacting To The Past

These courses are built around innovative teaching techniques involving intense study and historical re-enactment through role-play. Participating faculty members have received special training in this mode of instruction (initially developed at Barnard College). Students learn about pivotal events in history (e.g., the French Revolution, India becoming independent from Great Britain in the 1940s), and spend weeks sinking into the primary documents and source materials before being asked to take on roles and debate one another — and perhaps “change the course of history.” These courses are almost universally well received; indeed, participating students frequently cite them as some of the best classes of their entire college career. These classes don’t just teach History (although they do that very well). They teach the skills of debate and public speaking, and help students negotiate the experience of passionate disagreement, while forging them into a genuine intellectual community. (Having said that, it can be difficult to get the students to enroll at first, because methods of the class are unfamiliar and the emphasis on public speaking makes some nervous. Once they are enrolled, these fears drop away; but we have found that special recruitment “Events” for RTTP are often necessary to get the initial numbers up.)

RECOMMENDATIONS

As the Clark Honors College moves to expand and better serve the population that College Scholars was first created to serve, and in the light of the difficulties the Program has

always had meeting those goals or settling upon a real identity, we recommend making the current class the final year of College Scholars, and winding the Program down next year (with a graduation ceremony in the sophomore year, by which time most students have met the basic “Pre-Honors” requirements of the program anyway, and are starting to drift away).

We further recommend that the aspects of the Program that have proved most successful — the Freshmen Colloquia and the RTTP courses — be maintained in such a way that their benefits will accrue to a larger population of students. Thus, both the Freshmen Colloquia and RTTP might be offered under the aegis of First Year Programs.

Finally, we recommend that the Endowment for the Program should be directed towards the ongoing task of revitalizing and renewing General Education at the UO. We believe the interdisciplinary spirit of College Scholars will be better fostered as a more foundational, general education oriented Program.

Ideally, the funds will also be targeted in a way that will serve brighter but less privileged students (particularly since one unfortunate effect of locating College Scholars in Global Scholars Hall has been to make the Program less attractive to students from poorer backgrounds). This aim would be more in keeping with the original intentions of the donors.