UNIVERSITY
Honors
Program
Annual Report
2007-2008

University of Idaho
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September 1, 2008
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  Basic Characteristics of a Fully Developed Honors Program
PROGRAM MISSION, QUALITIES, GOALS

Established in 1983, the University Honors Program offers a stimulating course of study and the advantages of an enriched learning community for students from all colleges and majors.

The program’s diverse curriculum serves a variety of student needs and interests. Through honors core courses in general education and innovative seminars, honors faculty work to enhance each student’s intellectual curiosity, knowledge, and creativity. Smaller honors classes provide the benefits of close intellectual contact and personal discussion with instructors and fellow students. As part of a dynamic, broad-based education, members are encouraged to participate in domestic or international exchange programs, and to take advantage of opportunities to engage in laboratory or field-based research programs as well as internships and other forms of cooperative education. The program director, associate director, and program advisor act as supplemental academic advisors to all students who qualify for honors study.

Beyond the classroom, the program’s extra-curricular opportunities include concerts, plays, films, lectures, and off-campus excursions that foster cultural enrichment, friendship, and learning. The great majority of the approximately 500 students active in the program are able to participate without adding to the total number of credits needed for graduation.

Admission Criteria

Admission to the University Honors Program is selective. Initial application criteria for prospective freshmen are based on a correlation between the student’s high school unweighted GPA (accredited high school) and an ACT composite score or the SAT Reasoning combined Critical Reading and Math score (GPA and ACT, or GPA and SAT, using whichever test score is higher). For example, students who have received a 28 ACT composite score or a 1250 SAT combined critical reading and math score, and a 3.7 high school GPA meet the initial minimum criteria. Students applying from high school also submit a two-page essay as part of the application (see “UHP Essay Topics and Guidelines” for 2007-2008 in appendices). Each student admitted to the program receives specific comments on his or her admission essay from the UHP director and the associate director. The directors evaluate all applications to determine admission.

The University Honors Program believes that a variety of talents is important to a healthy and robust program, and recognizes that GPA and standardized test scores comprise a partial measure of a student’s abilities. Students who do not meet the initial criteria, including those who may not be able to provide a GPA from an accredited high school or who may not have SAT or ACT scores, are encouraged to write to the honors director to explain their interest in the program and their reasons for seeking admission. Two former teachers also must send letters of recommendation to the director; students may then be asked to proceed with writing the admission essay. Current students who achieve a minimum 3.5 GPA at the University of Idaho, including an expected completion of English 102 with a grade of “B” or better, also may apply for admission. Current students who do not meet these criteria must have two letters of recommendation from university teachers. Transfer students with a 3.5 GPA are considered for admission on a case-by-case basis. Students in good standing in an honors program at their previous school are considered for admission based on a review of their previous honors course work. Their transcripts are evaluated and appropriate credit given toward courses in the honors curriculum.

Participation

A member in good standing of the University Honors Program must complete, on average, one honors course every second semester, and maintain a minimum 3.2 cumulative GPA; students entering fall 2008 must maintain a 3.3 GPA and complete at least one honors course (minimum of three graded credits per semester) each semester of their freshman year. Students who complete 19 credits of required honors courses, with a cumulative GPA of 3.00 or above in those courses, will earn the “University Honors Core Award.” Students
who complete 27 credits in required honors course work, with a cumulative GPA of 3.00 or above in those courses, will earn the “University Honors Program Certificate.” Students in the program who have completed, on average, at least one graded honors course each semester prior to the current semester and have a cumulative GPA of 3.2 (3.3 GPA for students entering fall 2008) qualify for priority registration and register first, with the senior class. New members who enroll in at least one graded honors course during their first semester in the program also qualify for priority registration.

Students may use honors sections of UI General Core Studies courses to count toward satisfying university core requirements in general education. Depending on which courses students select, as many as 26 honors credits satisfy the 2004-2008 UI general university core requirements in the humanities, social sciences, and sciences. All students are advised to confer with their academic advisors, and are also referred to the UI Core Curriculum website, to the Center for Academic Advising website, and to the Registrar’s website. Under the Cluster Course requirements in General Core Studies (GCS)—which governed students entering the university 2004-2007—it is important to note that UHP students are not restricted to cluster courses. Students in the University Honors Program can elect to use 8-9 credits in HON-designated courses outside of any Core Discovery sequence to satisfy the cluster requirement: the three courses must include at least two different disciplines (CORE and CORS may not count toward the two-discipline requirement) and at least one course that must be upper-division (300 to 400 level). Additional honors credits to total the required 18 credits for General Core Studies also may be selected from honors courses in any core cluster or other honors courses to count for general elective credit. As students fulfill the university’s 18 GCS credits requirement through Core Discovery courses, honors cluster-level or regular courses in a cluster—and also fulfill the International Course requirement—they must complete at least 14 Humanities or Social Science (Hum/SS) credits with at least six Humanities credits and at least six Social Science credits. Honors seminars do not carry designated GCS Humanities or Social Science credits. As noted above, under the university’s revised General Core Studies and core curriculum for students entering fall 2008, as many as 26 honors credits in the humanities, social sciences, and sciences count toward the 26 credits required in those categories; there are no designated honors sections for courses in the Communication category (section J-3-a, UI Catalog) or for the Mathematics, Statistics, or Computer Sciences category (section J-3-c, UI Catalog).

HONORS CERTIFICATES AND CORE AWARDS

University Honors Program Certificate requirements: Six honors humanities credits and six honors social science credits, selected from at least three different disciplines; three honors science credits; Math 315 or honors Philosophy 202 (honors section or via Honors Elective Agreement); six upper-division honors course or seminar credits; additional credits as needed to reach 27 credits, including at least 20 credits with the HON designation, with an average GPA of 3.0 or above in honors course work completed, and with an overall cumulative GPA of 3.2 or above.

Forty-one students scheduled to receive their baccalaureates were awarded Honors Certificates during the 2007-2008 academic year for completing the requirements of the University Honors Program. Following are the Honors Certificate recipients, their hometowns, and their majors:

Jarod C. Breshears, Colfax, Wash., Music:Composition, Radio/TV/Digital Media Production
Miranda L. Carman, Bremerton, Wash., English

Josh R. Cox, Colville, Wash., Production/Operations Mgt., Information Systems

Liana M. Crill, Priest River, Management and Human Resources, Marketing
Peter K. Degner, Springfield, Oreg., Civil Engineering
Justin A. Doble, Twin Falls, Biology
Zachary T. Dobroth, Eagle, Civil Engineering
Jennifer Elle, Nampa, Physics

Jeha Bel Lim Flores, Gooding, Psychology
Laura K. Formosa, Salt Lake City, Ut., Foreign Languages-French Opt.

Jonathan M. Gaffney, Moscow, Mathematics, History
Jessica Skye Gombert, Idaho Falls, Psychology
Lindsay M. Hutson, Coeur d’Alene, Elementary Education
Alexis Jones, Enterprise, Ut., Chemistry-Professional Opt.

Kurt D. Krohmer, Boise, Chemical Engineering
Anna H. Makowski, Beaverton, Oreg., Foreign Languages-Spanish Opt., Political Science
Honors Core Awards and Certificates were conferred at a ceremony on Friday afternoon, May 9, in the Administration Auditorium, with a reception following in the auditorium foyer. Honors faculty member Dr. Michael O’Rourke, Associate Professor of Philosophy, presented the keynote address to certificate and core award recipients and their guests; he spoke about the concept of honor to address the question of whether honor exists. Over 200 family, friends, faculty, and staff attended the ceremony.

In addition to those receiving certificates and core awards in the program, the following students graduated in either December 2007 or May 2008 as members in good standing.

Thomas Adams, Moscow, Elementary Education
Dana Banks, Moscow, English-Literature Emphasis
Stephanie Blair, Kuna, Anthropology
Alyson Cassel, Honolulu, Haw., Communication Studies, Radio/TV/Digital Media Prod
Samantha Dominick, Boise, Psychology
Rachel Muscarelli, Helena, Mont., English
Jacob Parker, Moscow, International Studies
Raymond Stein, Mead, Wash., Computer Science
Whitney Strong, Meridian, English
Tyler Vincent, Coeur d’Alene, Chemical Engineering
Selah Walker, Lewiston, Biology

HONORS PROGRAM COMMITTEE

Curriculum and policy are determined by the Honors Program Committee, a standing committee of the University Faculty. The function of the committee is to recommend policies for the program, including admission requirements; act on changes in the program; act on petitions for exceptions to the requirements of the program.

The structure of the Honors Program Committee is composed of six faculty members to represent a broad spectrum of the UI community, an academic dean from one of the five colleges representing the honors curriculum (college representation to rotate on an annual basis), chair of the Honors Student Advisory Board or designate, and (without vote) director, associate director, and program advisor of the UHP. One of the six faculty
members serves as chair of the committee. Members of the committee for 2007-2008 included committee chair, Assistant Professor Pamela Bathurst (Music), Associate Professor and Honors Program Director Stephan Flores, Associate Professor and Honors Program Associate Director Mark Warner, Honors Program Advisor Cheryl Wheaton (Secretary), Honors Student Advisory Board Chair Torry Van Slyke (Philosophy, English, History, Spanish), Associate Professor Eric Aston (Chemical Engineering), Professor Mary DuPree (Music), Professor Rick Edgeman (Statistics), Assistant Professor Patricia Hart (Journalism & Mass Media), Assistant Professor Sandra Reineke (Political Science), and Associate Dean Howard Peavy (Engineering).

During the year the program committee considered and passed a proposal by Dr. Flores that addressed changing the cumulative GPA to remain in good standing in the Honors Program from 3.2 to 3.3, as well as retention criteria regarding completion of honors course work. Members were also asked to approve and adopted increasing from 81 to 84 the minimum index number (an index number that represents a correlation between an applicant’s high school GPA, and ACT or SAT scores) required for those applying as new freshmen to the program (see discussion on these proposals in program committee minutes, in appendices). The committee also gave approval to the UHP director’s proposal to invite Ellen Winner as the 2008 Honors Convocation public lecturer. Dr. Winner is professor of psychology at Boston College and senior research associate for Project Zero at Harvard Graduate School of Education. She was a keynote speaker at the National Collegiate Honors Council Conference, which Dr. Flores attended in early November 2007. Winner is engaged in researching cognitive development in relation to the visual and performing arts and is the author of more than 100 articles and four books. With the committee’s approval and with funds provided by the Office of the Provost, Dr. Winner presented a public lecture entitled “Why Teach the Arts?” on April 17, the day before the convocation, and then offered observations and words of encouragement to those in attendance at the twenty-third Honors Convocation. In addition to selecting the speaker, the committee reviewed seminar proposals submitted for 2008-2009 by faculty members and gave final approval to the courses evaluated and ranked by the Honors Student Advisory Board members.

HONORS STUDENT ADVISORY BOARD

Twelve members of the Honors Student Advisory Board (HSAB) are elected each year by the honors students. Elections for nine members were held during an Honors Program open house the Friday before spring finals. Three additional members are selected from the entering students during the new student orientation. The board selects its chair, who presides over its biweekly meetings, and its other officers. HSAB assists with the planning and scheduling of campus and community events, cultural trips, and enrichment and social activities to encourage interaction among UHP members, and between students, faculty, and the broader community. The chair serves with vote on the Honors Program Committee, and HSAB advises the Honors Program Committee on matters of curriculum and policy, including the evaluation and ranking of honors seminar proposals. The HSAB chair also actively participates in the spring Honors Convocation, including recognizing other student representatives and offering a brief address to those assembled.

For the 2007-2008 academic year, HSAB organized and participated in various campus activities. In August the board helped plan and organize an ice cream social and scavenger hunt to welcome new members of the program and to help them gain familiarity with the U of I campus. During fall and spring semesters board members hosted several “Movie and Munchies” nights. They served cookies and cocoa, with free movie vouchers provided to members of the UHP. Five such events were organized throughout the year in connection with the Commons and Union Foreign Films and ASUI Vandal Entertainment Film Series. Events such as these provided students with an opportunity to make new friends in the honors community as well as to experience the work of filmmakers from around the world.

HSAB members helped plan and organize a UHP funded “Climb the Wall” night in September at the UI Student Recreation Center and hosted a holiday Open House in the Honors Center in December. At the beginning of spring semester a group of program students enjoyed a day of skiing at Silver Mountain, with partial funding by the UHP; in March, board members assisted the program staff on Vandal Friday by acting as peer advisors to prospective UHP students. Board members assisted with the Honors Convocation in March by stuffing invitations to students and parents and acting as ushers at the university-wide event in April. In preparation for fall the board developed a new design and will sell t-shirts to program members during the first few weeks of the
HONORS CONVOCATION

Held on April 18, 2008, the Honors Convocation emphasizes and celebrates the academic excellence and achievements of well over 3000 UI students. The Convocation Scholar was Dr. Ellen Winner, who received her B.A. in English Literature from Radcliffe College (1969) and a Ph.D. from the Department of Psychology and Social Sciences, Harvard University (1978). On Thursday, April 17, Dr. Winner offered a public lecture entitled “Why Teach the Arts?” in which she spoke about the value of art education in schools and the importance it plays in the overall education of youth. During the Convocation Dr. Winner offered philosophical observations and congratulations to over 900 invited students and their families attending the university-wide event.

The convocation program also included a series of welcomes and greetings from Don Crowley, Chair of Faculty Council, and President Timothy White. Provost and Executive Vice President Doug Baker provided the introduction of Dr. Winner, and Torry Van Slyke, Chair of the Honors Student Advisory Board, presented an honors message and introduction of student representatives. The University of Idaho Jazz Choir I, directed by Professor Daniel Bukvich, performed three pieces as part of the convocation’s musical presentation, in addition to performing the processional and recessional. The extensive convocation program was prepared by Cheryl Wheaton, Honors Program Advisor, and student Lauren Galante (Architecture).

CURRICULUM

Lower-division honors courses offered in the UI core curriculum during fall semester 2007 included honors sections of Chemistry 111, English 257, Psychology 101, and Sociology 101. Honors History 101 and Philosophy 103 were not offered fall semester because the honors faculty members who typically teach these courses were on sabbatical leave. In addition, the UHP offered three honors sections of the Core Discovery sequence: “Contemporary American Experience,” “The Sacred Journey: Religions of the World” (new course offering) and “The Movies, the World and You.” Communication Studies 335 and Math 315 “Topics in Pure Mathematics: The Role of Mathematics in Human Progress” also were offered fall semester. The average per class enrollment for fall semester honors courses was as follows: lower-division honors courses (32.28); upper-division honors courses (27); honors seminars (15.66); 327 seats were occupied in honors courses.

Spring semester core courses included Anthropology 220 (new course offering), Chemistry 112, the second semester of the Core Discovery sequences (see above), Core Science 210, Economics 272, English 258, History 102, Philosophy 103, Interdisciplinary 450 Colloquium, Interdisciplinary 404 “Vacation Reading: Questioning and Critiquing College,” and a new course, Art 208 “Italian Renaissance Art and Culture.” The average per class enrollment for spring semester courses was as follows: lower-division courses (24.9); upper-division courses (12); seminars (12); 274 seats were occupied in honors courses. Brief course descriptions of honors course offerings for fall 2007 and spring 2008 are appended to this report.

Other honors courses in general education will continue to rotate into the curriculum on a periodic basis. Core Discovery sequence courses for 2008-2009 include “Monsters We Make,” “The Sacred Journey: Religions of the World,” and “War and Our World” (new course offering). Other course offerings for fall 2008 include English 257, History 101, Philosophy 103, Communication Studies 335, and Math 315. Usually taught in the spring, Core Science will be added to the fall course lineup with a new course, “Natural Hazards and Disaster Preparedness. The End is Nigh” and another new course, Interdisciplinary Studies 404 “Special Topics: Engagement & Communication” taught by Stephan Flores. Dr. Bill Smith will offer a special one-credit honors Martin School of International Affairs course, “Multilateral Policy Formulation.” This is the first step in the selection and funding for several Martin Scholars from honors program members (from any major) who have completed the policy course. The Martin Scholar
program began in 2005-06, when three students were selected for paid internships with the Martin Institute. Students receive a stipend of $1000 and complete advanced research under the direction of a designated faculty member. The research topic for 2007-2008 was “Global Health Policy,” under the mentorship of honors faculty members Dr. Sean Quinlan and Dr. Smith. The students’ internship culminates in April in a public presentation of their research papers. Honors faculty members Dr. Sarah Nelson and Dr. Smith will mentor students on the research topic for 2008-2009, “The Francophone World.”

Courses to be offered spring semester include Anthropology 100, Biology 115 (a welcome return to UHP curriculum after an absence of several years, team-taught, led by department chair, Dr. Joe Cloud) Philosophy 103, English 258, and Music History 201. The following are tentative spring course selections: Economics 272, and if possible, Political Science 205 or 237 and Geography 200 or Geography 165. The one-credit “Interdisciplinary Studies 450 Colloquium: Insight and Creativity” lecture series course offered by Professors Michael O’Rourke, Daniel Bukvich, and Richard Fehrenbacher also will be offered in the spring schedule. The director’s requests for honors sections of History 102, American Studies 301, and Statistics 251 are not likely to be offered by the respective departments.

UHP Director Stephan Flores has invited the development of two new courses on the law and on medicine. Professor of Biology and health professions advisor Dr. Rolf Ingermann will collaborate with local physician Dan Schmidt (who also acts as a preceptor for first-year medical students in the WAMI program) to teach a one-credit honors course on “Business, Medicine, and Ethics” in spring 2009, and also to include guest faculty from the College of Business and the College of Letters, Arts, and Social Sciences, and possibly a guest lecture as well from a faculty member in the College of Law. Dr. Flores also will explore how this course might coordinate with additional expertise from the WAMI medical education program, and with at least one other local physician, who is an alumna of the UHP. Dr. Flores has engaged in an initial discussion with Stephen Perez, Director of Admissions for the College of Law, to coordinate in developing a one-credit honors course on the law that draws upon a variety of law faculty and possibly local judges to talk with honors students about their particular areas of expertise and interests and their lives in the law; this could include a series of presentations and conversations modeled to some extent after the university’s interdisciplinary colloquium, and include texts to introduce students to issues in the law. The longer term plan would be to have these courses on issues in law and in medicine offered regularly, in rotation, at minimum every other year, so that, for example, the course on the law would be offered in fall 2009 or spring 2010, and the course in medicine offered again in the 2010-11 academic year.

Providing depth and diversity to the upper division Honors curriculum were the Honors seminars offered in 2007-2008 (see brief course descriptions and call for proposals at end of report): “Energy Issues,” Tom Bitterwolf (Chemistry); “Geography of Conflict,” Bob Goodrich, (Geography); “Science and Nature in U.S. History,” Adam Sowards (History); “Africa: A Developmental Trajectory,” Samuel Ndegeah and Harley Johansen (Geography); “The Occult,” Richard Spence (History).

UI faculty submitted six seminar proposals for the 2008-09 academic year, with five approved by the Honors Program Committee, following the Honors Student Advisory Board’s evaluation and recommendations of each of the proposals. The following courses were accepted to be offered during the academic year: “Hollywood Remakes France,” Joan West (Foreign Languages and Literatures), “Understanding Communist China,” Pingchao Zhu (History), “1960s Popular Culture,” Katherine Aiken (CLASS Dean), “Crossing Borders with the Graphic Novel,” Walter Hesford (English), and “Gender & Science: Historical Perspectives,” Sean Quinlan (History). Because of staffing levels and needs in the Department of History, Dr. Quinlan’s class will be deferred until the 2009-2010 academic year.

UHP members also participate in domestic and international exchange programs. The UHP director works with students individually to determine appropriate credit, three credits per semester, within the honors curriculum for academic work completed while on exchange. Twenty-one UHP members participated in international exchange programs during the 2007-2008 academic year (Australia, Costa Rica, Ecuador, England, France, Ireland, Mexico, Morocco, Norway, Spain, Sweden, Wales).

Vacation Reading Program

Mark Warner, associate director, taught “Vacation Reading: Questioning and Critiquing College” in spring 2008. For many, college has become taken for granted as the next step in the march toward adulthood. Yet as an institution, colleges and universities are rarely examined with a critical eye by students themselves. The goal of this seminar was to encourage students to step back and look at several aspects of college life, ranging from...
athletics to the so-called “freshman experience,” both to understand how some major parts of college work as well as the problems that also are one part of the system (see course description at end of report). At the conclusion of the course students prepared brief proposals for ways to strengthen the University of Idaho.

Interdisciplinary Studies 404 “Special Topics: Engagement & Communication” will be taught by Stephan Flores in Fall 2008. Students enrolled selectively for this new honors course will form a contingent for communicating with other current and prospective honors students, faculty, and alumni. Via different media and activities— and the students’ talents and interests—students will coordinate (especially with the Honors Student Advisory Board) to represent the program’s varied facets and stories, endeavors and people, and to contribute thereby to a sense of honors “community.” Dr. Flores has also discussed with Professor Pat Hart (faculty member in Journalism & Mass Media and incoming chair of the Honors Program Committee) the possibility of arranging for one or more writing assignments in Professor Hart’s fall 2008 JAMM 325 Publications Editing course to be directed to produce similar profiles and stories regarding honors students, faculty, and program endeavors. Dr. Hart may also agree to have spring 2009 students in a course that includes a service-learning component to have the UHP as a client.

Development of Honors Curriculum Over Past Ten Years

It is helpful to keep in mind the ongoing development and expansion of the program’s curriculum. Since 1998-99, 13 general education core curriculum courses in eleven disciplines taught by at least 16 faculty members have been added and rotated into the honors curriculum. In addition (through 2008-2009), 11 different, interdisciplinary Core Discovery course sequences have been offered in honors sections (some sections taught in rotation by different faculty members), and four different CORS integrated science courses. Moreover, this count does not include the annual addition of (typically five to six) new and repeated honors seminars, the annual interdisciplinary colloquium honors section, the directors’ different vacation reading courses offered in annual rotation, students’ use of the Honors Elective Agreement to arrange to receive honors credit for one upper-division course outside their major, or the alternative use of the elective agreement to take Philosophy 202 Symbolic Logic as a substitute for honors Math 315.

STAFFING

Honors Program Advisor Cheryl Wheaton, who has been with the Honors Program since 1995, continues to hold the sole full-time fiscal year position in the program, to provide essential program support through advising students, tracking students’ progress (in some cases from recruitment to completion of honors core awards and certificates), assisting in the development and implementation of program policies, curriculum, and program events, and functioning as a liaison to parents, students, faculty and administrators and the program director and associate director. The past year has again included a broad range of demands on the program advisor’s knowledge and commitments. Ms. Wheaton participated in university sponsored workshops including the annual Orientation to Orientation Workshop held prior to each fall semester, the 4th Annual Advising Symposium sponsored by UI ACADA, a workshop for supervisors of work study students, sponsored by Student Financial Aid, the University of Idaho Women’s Leadership Conference “Exploring Your World, Charting Your Future” and, when time permitted, continued to participate in the Financial Information Group, a monthly meeting developed to assist those staff involved in the financial process at the UI. In addition, Ms. Wheaton serves as a member of the University Honors Program Committee (Secretary without vote), and a substantial portion of her time during the academic year is consumed by tasks for the university’s Honors Convocation. Of particular note, Ms. Wheaton was selected by a committee of Staff Affairs as one of 21 University of Idaho Outstanding Employees for 2008; she was one of eight employees honored in the Technical/Paraprofessional category.

Clerical support for the program is provided by work-study students during the academic term. This year, that support was limited to just spring semester, leaving Ms. Wheaton to complete not only her regular duties but those normally assigned to the work study student. It is becoming difficult to rely upon such work-study staffing, and the prospect for finding available work-study support for fall semester 2008 appears uncertain. Although major project and budget-related work consume a large portion of the program advisor’s time, the director continues to advocate that with additional full-time clerical support, it would be beneficial to the program to redirect the duties of the position of program advisor to give greater attention to advising, including much needed support for enhanced advising for honors scholarships and support for major scholarships advising.
Dr. Warner, Associate Director (50% AY 07 appointment, associate director since July 2004) and faculty member in the Department of Sociology/Anthropology/Justice Studies, has worked closely with the director and program advisor in the program on curriculum development, assigning and tracking scholarships, advising, recruitment, and meeting with university faculty and staff. During the fall semester, in addition to participating in the honors orientation for new students, he joined members of HSAB on “Vandal Preview Day” to meet high school juniors and seniors interested in the University of Idaho. Throughout the year he taught an Honors section of Contemporary American Experience (this course assignment was not part of his associate director duties). In the spring semester nearly the entire class (21 of 22 students) participated in a semester-long original research project exploring some aspect of life at the University of Idaho. It is expected that several students will be presenting the results of their work at the Western Regional Honors Conference in the spring of 2009. Dr. Warner also received two Alumni Awards for Excellence.

Dr. Flores serves as director of the University Honors Program (fiscal year appointment, with director’s position 60% in Honors for academic year, director since January, 1999; associate director, 1994-1998). The director reports to the Vice Provost for Academic Affairs, and acts in coordination with the program’s associate director, the program advisor, and the Honors Program Committee. Dr. Flores’s work as director is multifaceted, and includes primary responsibility for conferring with department heads and with other faculty, administrators, and staff regarding the program, and determination of curricular, personnel, and budgetary arrangements for ongoing and new honors courses. The director also works directly with UHP staff on a variety of program offerings, with oversight for extra-curricular activities and scholarship support. The director’s administrative and leadership responsibilities encompass the full range of the program, in accord with its goals and mission.

Dr. Flores engaged in a variety of student and program-centered events over the course of the year, noted here and elsewhere in the report. At the start of the fall semester, he joined UHP member and McCoy Hall Scholars Community resident assistant Jackie Martinko in an “orientation” activity, with honors and nonhonors freshmen students from McCoy, on a walking tour of downtown Moscow. In early September, Dr. Flores and Dr. Warner joined honors students for the UHP rock-climbing social. Also in September, Dr. Flores invited honors students to join him for a “reasonably priced drink or confection” at the Commons Grounds coffee shop, prior to attending the public lecture “How Do I Love Thee, Science?” by UI Distinguished Humanities (and UHP faculty member) Dr. Gary Williams. In early November, Dr. Flores attended the National Collegiate Honors Council conference, held in Denver, Colorado—this included attending the workshops “Established in Honors,” “Developing in Honors,” and other panel presentations on such topics as assessment and evaluation, uses of technology in honors administration, and open forums on honors education. In November, Dr. Flores represented the University Honors Program at an overnight leadership retreat at Ross Point in Post Falls, Idaho, convened by Dr. Jeanne Christiansen with consultant Sarah Borden, to collaborate with other units on strategic planning for Academic Affairs. In December, Dr. Flores attended a Center on Teaching Innovation workshop on Blackboard technology, and he attended a webinar entitled “On the Horizon: The Future of Academic Advising and Technology.” In mid-December, Dr. Flores participated in President Tim White’s Boise Town Hall recruitment event for National Merit Semifinalists, high school student leaders, and selected other strong academic profile high school seniors. ASUI President (and UHP senior) Jon Gaffney also participated, along with several other UI representatives, coordinated by New Student Services. As part of the evening’s presentation, Dr. Flores shared well-received “testimonial perspectives” from current UHP students with the audience.

At the direction and request of Vice Provost Jeanne Christiansen, Dr. Flores developed and explored possibilities for enhanced mentorship of the university’s new National Merit Scholars, and presented ideas for discussion at a meeting with associate deans late January. In 2007-2008, 42 National Merit Scholars (NMS) were enrolled at the University of Idaho (average HS GPA 3.93, 32 ACT, 1422 SAT); with 15 entering NMS fall 2007, potential scholars may increase to 80 total National Merit Scholars. Discussion points included (1) determining ‘supplemental’ NMS mentors, especially for freshman and sophomore years, (2) with each college (via associate deans, department chairs, faculty) determining mentors for their NMS students, and adjusting, if necessary, the faculty member’s responsibilities to accommodate this commitment; (3) a fair number of mentors might also be the student’s primary academic advisor so that it may be important for some colleges to provide a central “college-level” mentor-coordinator; and/or (4) designate (hire, adjust position responsibilities) someone centrally (university-wide) to act as an initial mentor to all entering NMS freshmen and NMS transfer students; (5) provide
among mentors opportunities and means for sharing advising insights and expectations for mentor’s role; (6) provide means for ongoing assessment.

Following feedback from last year’s survey of honors students, that indicated some interest in program liaison efforts to promote career planning and placement, Dr. Flores made a direct effort to inform UHP students of at least 15 Career and Professional Planning workshops for different colleges, majors, and professional career paths (such as applying to law school, a workshop that Dr. Flores attended with UHP students); in addition to notifying students by email, these workshops also were listed on the UHP’s website events calendar.

Dr. Flores assisted in coordinating and participating in the production of a revised UHP brochure, fall 2007. In spring 2008, Dr. Flores revised the senior exit survey and made it available online (including new means for retrieving survey data, via SurveyMonkey.com). Dr. Flores, with advice from UHP staff, also devised the faculty survey for one to one interviews and also a survey for honors faculty to be delivered online in 2008-2009.

Dr. Flores met with Ray Gasser, new director of University Housing, to request several different ways that two student housing residence hall communities might be aligned to strengthen support for UHP students’ living arrangements in coordination with their membership in the University Honors Program. Dr. Flores presented information to the director about honors housing, for example, at Boise State, Oregon State, Montana State, University of Utah and Utah State, Washington State University, and Dr. Flores presented aggregate academic profile data about the over 200 UHP students currently living in university housing, and honors students who resided last year at McCoy Scholars Hall in Theophilus Tower and Scholars LLC, as well as reviewing with Ray Gasser information about UHP students who will live in these residence halls in 2008-2009. Dr. Flores proposed that UHP incoming freshmen receive priority reservation privileges to live in McCoy Hall, and that the minimum high school GPA for eligibility to live in McCoy be raised from 3.5 to 3.7. Dr. Flores also requested priority reservation privileges for UHP students to reside at Scholars LLC, and a corresponding increase of the minimum institutional GPA for living in Scholars LLC from 3.0 to 3.3. Ray Gasser agreed, and these and related policy, procedural, and public relations changes will be implemented for these residence halls for fall 2009.

Dr. Flores has developed, in consultation with UHP Program Advisor Cheryl Wheaton, a hybrid online admission process on the UHP website that enables prospective students to determine whether the correlation between their high school GPA and ACT or SAT test scores meet the program’s initial criteria, and to proceed with the application process via a request sent by email to the program. This change takes into account responses to last year’s program survey of students, and it does away with initial application to the program by postpaid postcards. Dr. Flores requested and will meet, along with UHP staff, with Dan Davenport, UI Director of Admissions/Student Financial Aid, and Melissa Goodwin. UI Associate Director of Admissions, in mid-September 2008 to explore developing a comprehensive online application process for the UHP.

Change in Associate Director Staffing

Dr. Mark Warner served as the program’s Associate Director from 2004-2008. He resigned the half-time UHP position, effective late June 2008, to advance scholarship and research in serving as a principal archaeologist for analyzing artifacts at the Sandpoint highway bypass project.

In June, Dr. Flores coordinated and directed a campus-wide search for a new associate director. UHP faculty members Debbie Storrs (Associate Dean, CLASS), James Reid (also past chair of the Honors Program Committee), and Michael O’Rourke served on the search committee. Dr. Alton Campbell, Associate Dean in the College of Graduate Studies, was selected from among several finalists, as the new Associate Director of the University Honors Program.

Dr. Campbell will start his position September 2, 2008, upon his return from a trip to China, where he traveled with recent UHP graduate Jacob Parker. Dr. Campbell brings demonstrated commitment and success in mentoring honors students and a strong background in science education. His particular interests include student leadership development and co-curricular enrichment activities. Campbell joined the Forest Products Department in 1983, teaching and conducting research in pulp and paper and wood chemistry and the management of waste by-products from forest industries. He served as the Associate Dean of the College of Natural Resources from 1993-2007. Among his wide-ranging service and interests, Campbell has worked to engage students through leadership development and clubs, service programs, living groups, undergrad research, study abroad, and national student exchange. He has participated in several work groups to strengthen advising and the first-year experience for undergraduates and graduate students. He is the recipient of an ASUI Outstanding Faculty Award, an ASUI Service Award,
an ASUI Outstanding Organization Adviser Award and a Residence Hall Faculty Involvement Award. He has received 19 UI Alumni Awards for Faculty Excellence. The UHP associate director position is half-time, for a ten-month appointment with an administrative stipend.

As commented upon below, the ten-month associate director appointment is an increase from the previous academic-year appointment for the position, and Academic Affairs directed resources to fund the equivalent salary necessary to enable Dr. Campbell to become the new UHP Associate Director. However, in terms of the UHP practice for the immediately previous associate director’s corresponding half-time summer term appointment, this new configuration produces a substantial loss (two summer months, approximately 160 fewer hours) of time in the position for the associate director and the UHP.

The work of UHP staff to enhance recruitment, retention, and related program offerings also included evaluating approximately 250 short admission essays throughout the year (including specific written comments by Dr. Flores and Dr. Warner in response to each essay), producing and coordinating the annual spring Honors Convocation, revising the honors student handbook, planning and participating in enrichment activities as well as ongoing recruitment and advising.

Advocacy on Staffing and Resources Directed to Program Development

This section and other sections of this report include the director’s account of the UHP and evaluation of budget and staff resources needed to advance the program’s development as the university enacts strategic reallocations and prepares for a capital fundraising campaign. The section below on “The UHP and the University: Prospects” reiterates and enlarges upon concerns expressed in previous reports.

UHP staff support remains a pressing issue—staffing, including the need for clerical support and required office space, are important corollaries to the need for the program’s operating budget and gift funds to increase to achieve the high quality requisite to a successful honors program. The array of opportunities for students must be strengthened to bolster recruitment and retention of high-achieving Idaho residents and non-resident students to the University of Idaho. For example, $5000.00 was restored to the program’s operating expenses budget in FY 07, remained intact for FY 08, but is slated to be cut from the FY 09 budget, as part of the university’s reallocations and reductions. It is also important to note that some program expenses are increasing to substantial degrees, including computer, technical support, and furnishings costs, dramatic increases and changes to program cultural enrichment trips because of the university’s policy that eliminates use of 15-passenger vans (as well as general inflation and transportation cost increases), and marked increases to the expense of producing program brochures and mailings. Designation of a full or part-time board-appointed clerical position to the program remains a priority, and increases to the director’s and associate director’s position percentages in the UHP—to include restoring the fiscal year appointment for the associate director position. The associate director’s half-time appointment has in formal terms been increased from an academic year to a ten-month position beginning FY 09, but the centrally funded summer portion of the position has been cut, in effect cutting two months of half-time summer administrative support for the program. UHP staff members are vital to addressing recruitment, assessment, advising, and other aspects of the program’s ongoing commitments and development.

As with any split appointments, the associate director and director’s part-time positions include coordination between responsibilities to the University Honors Program and to the directors’ respective academic and administrative appointments. Progress has been made by the Vice Provost for Academic Affairs, Dr. Jeanne Christiansen, to address and to resolve an important issue described in prior reports, so that administrative work performed in honors can be evaluated and compensated in an appropriate manner that reflects the administrative appointment along with evaluation for the other academic or administrative appointment. Dr. Christiansen is working out an arrangement to enable the respective performance evaluations to be coordinated in relation to compensation so that both portions of the split positions in the director’s and associate director’s work are taken into account on an annual basis.

The coordination of national scholarship advising presents an ongoing additional demand on the directors’ part-time positions. Under current appointment percentages, it is not feasible for the UHP director and associate director to act as lead faculty representatives for a number of highly competitive scholarship programs. Currently, the director is faculty representative and mentor for the Rhodes, Marshall, and Jack Kent Cooke scholarships, and occasional advisor for other major scholarship applications; the associate director is faculty representative for the Goldwater scholarship. The varied benefits of major scholarships require enhanced advising (and related office space) support so that students, faculty, and the university
may engage more fully in the process of encouraging and mentoring students to apply for national scholarships, research and career-related internships, directed undergraduate research opportunities, applications for graduate school, and other professional positions. All students must be supported to take advantage of such advising and mentoring. As noted, UHP students have been successful this year in winning Fulbright, Goldwater, Udall, and Rotary Ambassadorial scholarships, and once again the UHP had a Rhodes finalist.

The program seeks appropriate and desirable additional space. As a university-wide program, the UHP must retain a strong profile in representing academic excellence: this is conveyed partly through its accommodations for honors students and staff. As the primary space in which the UHP staff meet, recruit, and advise prospective students, and converse with their parents, the honors center is part of these visitors’ “college tour.” Students and parents typically visit the University of Idaho and its honors program during a tour that includes visits to peer and regional universities that provide spacious, new or newly renovated honors offices, center, and related space for the respective honors program or college. Students identify such accommodations and resources as part of the program’s benefits, and as part of the appeal and value of the university in support of their education.

Until an optimum alternative is available, the UHP’s present space—though not expansive—remains productive and provides access for many of its members in terms of its location in the Commons. The program remains interested in additional space in immediately adjoining rooms or additional larger and attractive space so that, for example, further provision for the members of the Honors Student Advisory Board and other UHP students might be afforded, and attention to improving academic and scholarship advising and mentoring can be accommodated. Such adjoining space was identified and the prospect for an additional adjoining office was designated for the program early in this past fiscal year, but arrangements for making that space available to the UHP—initially led and coordinated by Vice Provost Christiansen—fell through, with no follow-up alternatives to create more space for the program. The UHP is the only program on the third floor of the Commons that has not been enabled to expand its space. The UHP director also explored possibilities for other office space located among university residence halls, but none is available.

The program’s responsibility for the Honors Convocation entails substantial time and support that occurs from October to late April, and commands attention from staff that could be directed instead to strengthening recruitment and advising: this event requires additional staff support, and with this as an unlikely prospect, should be cancelled, and/or deferred until sufficient staffing and funding is made available. In consideration of continued declining participation from faculty representatives for honor societies (nearly half of societies invited to participate did not respond to repeated invitations, and an increasing number of chapters are becoming inactive) and reduced participation among administrators and faculty—despite several prominent and positive aspects to this celebration of academic excellence—if restored the event in future might be revised in favor of some alternative event (for university donors and students, produced and coordinated centrally), or the event will focus attention on students honored on colleges’ deans’ lists, with anticipated representatives from each college receiving recognition during the celebration, or the university may designate an alternative use of the convocation’s currently insufficient base budget. For spring 2009, the UHP director anticipates the prospect of canceling the convocation in favor of an occasion that enables the program to engage honors students, parents, and program alumni more directly in recognition and support for the UHP.

In sum, the University Honors Program serves a significant role in undergraduate education, and requires additional staff support and related resources to fulfill the program’s and the university’s primary goals and mission.

**STUDENT ADVISING**

With the 2007-2008 participating membership averaging at 475, the UHP is centrally involved in student advising. The UHP, with members of the Honors Student Advisory Board, offers an orientation for new members at the beginning of fall semester. Dr. Flores and Dr. Warner, along with Ms. Wheaton, were actively involved in the advising process, and met regularly with current and prospective students, their parents, families, and friends throughout the year. Dr. Flores continues to manage and to update the UHP website (http://www.uidaho.edu/honors_program/), and with the associate director and program advisor, to inform and advise students about the program via the UHP listserv (uhp@uidaho.edu), which Dr. Flores maintains.

Dr. Flores, assisted by Ms. Wheaton, again served as faculty advisor to the Phi Eta Sigma honorary society, coordinated the society’s local scholarship selections, and helped to arrange and to participate in the society’s initiation banquet. Dr. Flores continues to coordinate advising and to confirm faculty and staff representatives for national scholarships, including the Jack Kent Cooke Graduate Scholarships (Dr. Flores served as faculty advisor to a Rhodes finalist, Udall, and Rotary Ambassadorial scholarships, and once again the UHP had a Rhodes finalist).
representative to mentor this year’s nominee, UHP member and UI Student Body President Jon Gaffney), the Fulbright Scholars Program, the Gates Cambridge Scholarships, the Goldwater Scholarships, the Javits Fellowships Program, the Madison Fellowships, the Marshall Scholarships, the Rhodes Scholarships (Dr. Flores served as faculty representative to mentor this year’s finalist, Chris Chandler), the Rotary Ambassadorial Scholarships, the Truman Scholarships (a new UI faculty member is needed to replace the former Truman representative, who left the university), and the Udall Scholarships. Dr. Flores invited students to an informational and advising meeting on national scholarships offered in September, and he continues to update and to expand information about these and other major scholarships on the UHP website, as well as to keep UHP students apprised of these opportunities and application deadlines.

Dr. Warner acted as faculty representative and advisor for the national Goldwater Scholarships, including chairing the UI Goldwater Scholarship Committee and meeting individually with students to discuss their applications, and to forward the nominees’ applications to the national competition. UHP member Joshua Pohlman was one of two UI students awarded a $7500 Goldwater Scholarship. Since 1991, University of Idaho students have garnered 22 Goldwater scholarships given nationwide, the most in the state. Outside of the University of Idaho, there have only been five Goldwater awards given to Idaho college students over the past 17 years. A total of 321 scholarships were awarded nationally in this year’s competition.

In September Dr. Warner invited Dr. Vicki Trier, coordinator of the McNair Scholars Program, to give a presentation to honors students on preparing for and applying to graduate school. Approximately 20 students attended the session, and students’ responses indicate that they found the information and advice to be very productive. Dr. Alton Campbell is scheduled to give a similar presentation on applying to graduate school, arranged for early September 2008. In 2008-2009, Dr. Campbell also plans to invite UHP students who have studied abroad, and those who have conducted research as undergraduates, to give panel presentations on their experiences at forums for UHP students interested in study abroad and those interested in research opportunities.

**SCHOLARSHIPS AWARDED**

Each year scholarships are offered to a select number of students entering the program, including students with exceptionally strong academic credentials—these awards are applied to resident fees. Scholarships are merit based and no additional application form is required. Likewise, a limited number of Honors Program out-of-state tuition waivers are offered each year to non-Idaho residents. Most awards are renewable, contingent on a student’s satisfactory progress within the honors curriculum while maintaining an overall GPA of 3.3.

Renewal of scholarship support for students enrolling prior to fall 2007 depends upon successful completion of the requirements for the honors certificate by the time of graduation. For students enrolling fall 2007 or later, the course and credit requirements for the scholarship specify registration as a full-time student for the first fall semester classes between March 28 and May 15, completion on average of three honors credits per semester (for example, at least three credits by the end of the first semester, six credits total by end of second semester, and so on) to achieve a minimum of 12 graded honors credits by the end of the fourth semester—the 12 credits are to include at least three humanities credits, three social science credits, and three science credits. After successfully meeting this 12-credit requirement, honors scholarship students must then complete, on average, two to three honors credits each semester for a minimum of five honors credits each year until 22 honors credits are achieved by the end of the eighth semester. The 22 credits include a minimum of six credits at the 300-400 level. An honors course in quantitative reasoning is required and fulfilled by completing honors Math 315, “Topics in Pure Mathematics,” or by completing a regular section of Philosophy 202, “Symbolic Logic” (via use of the Honors Elective Agreement). UHP scholarship support may, with the UHP director’s permission, be applied to one to two semesters of out of state or study abroad academic exchange (excluding support that is comprised of a waiver of nonresident tuition).

Notably, of the approximately 50 National Merit Scholars at the university 2007-2008, 43 are members of the University Honors Program. The university is set to achieve a record number of incoming National Merit Scholars for fall 2008, with approximately 26 new NMS students committed to attending the UI. In addition, UHP members have been successful in taking advantage of mentorship and advice regarding prestigious national scholarship opportunities.

One hundred twenty students received funding through the Honors Program during 2007-2008: 50 received partial or full out-of-state tuition waivers, 59 received Honors Program Scholarships, five Cahill and seven Bonnie Wallis honors scholarships were awarded. The
UHP plans to award 68 partial fee scholarships (typically $1500 annually for each recipient, totaling over $94,000) and the equivalent of 45 full waivers of nonresident tuition for the 2008-2009 academic year.

Dr. Flores, Dr. Warner, and Ms. Wheaton communicated regularly with UHP scholarship and out-of-state tuition holders to discuss their academic progress. Students receiving these scholarships during 2007-2008 were in the following colleges (120 students in 171 majors, departments listed in parentheses):

**Agriculture and Life Sciences**—15 (Microbiology-7, Molecular Biology/Biochemistry-3, Animal Science-1, Molecular Biology/Biotechnology-1, Food/Nutrition-1)

**Art & Architecture**—5 (Architecture-3, Virtual Tech. & Design-1, Studio Art-1)

**Business & Economics**—12 (Economics-4, Accounting-2, Finance-2, Marketing-1, Information Studies-1, Information Systems-1, Production/Operation Management-1)

**Education**—6 (Elementary Ed.-5, Special Ed.-1)


**Natural Resources**—6 (Fishery Resources-3, Ecology & Cons. Biology-3, Wildlife Resources-1, Resource Recreation-1, Tourism-1)

**Science**—35 (Biology-11, Chemistry-7, Mathematics-7, Physics-4, Geography-Physical Sci. & Env. Opt.-3)

### ENRICHMENT ACTIVITIES

The 2007-2008 Auditorium Chamber Music Series was again sponsored by the University Honors Program. Participation by program members was positive, with vouchers distributed for each of the four performances as follows: Trio Solisti—70 vouchers; Ensemble Amarcord—26; Escher String Quartet—34; Imani Winds—22. For the 2007-2008 series there were 152 vouchers given to students in the program, an increase from the 143 vouchers distributed in 2006-2007.

Free admission to the ASUI Vandal Entertainment Indie Film Series and Commons & Union Foreign Films for the fall and spring semesters was again offered to students in the program. Passes to the ASUI Vandal Entertainment Indie Film Series were issued to 81 students and 106 received passes to the Commons & Union Foreign Films. Offerings for these two series, comprised of 20-25 films each semester, included “Once,” “Gabrielle,” “The Diving Bell and the Butterfly,” “The Painted Veil,” and “Sweeney Todd.” The Honors Student Advisory Board again hosted gatherings prior to several of the fall and spring films, giving students in the program an opportunity to socialize and enjoy free “munchies,” cookies, and hot chocolate before the movies. The UHP continued to purchase discounted vouchers from ASUI to distribute to students for the film offerings. The movie series is a popular way for those in the program to enjoy both old and new foreign and independent movies while interacting with one another in a social setting, and ticket vouchers to the foreign film series, and to the independent or ‘blockbuster’ series will be offered free to UHP students in 2008-2009.

Another opportunity for students to enjoy the extra-curricular, cultural offerings at the UI was made available to members of the program on a first-come, first-served basis via a select number of UHP-purchased vouchers to fund free attendance to several productions by the Department of Theatre and Film. There were 152 vouchers distributed for the following performances during 2007-2008: “Oleanna,” “The Clean House,” “A Midsummer Night’s Dream,” “Festival of New Works,” and “Urinetown.” Students were able to attend each performance at a time and day of their choice by turning in the voucher for an actual ticket at either the Ticket Office or at the door at the time of the chosen performance.

In early September about fifty participants, including faculty and staff, ate ice cream sundaes, drank root beer floats, and were provided the opportunity to discuss various topics and become better acquainted with other students and faculty program members at the annual ice cream social and scavenger hunt. Several teams headed out across campus in search of distinctive, unusual items from various settings, returning to enjoy ice cream being served in the Rotunda of the Idaho Commons. Also in September the UHP and the Honors Student Advisory Board sponsored a program funded “Climb the Wall” night at the Student Recreation Center. An instructional session for new climbers was held prior to the actual climb, with members helping one another to scale the wall. Another “UHP Climb the Wall” night is scheduled
for early in the 2008-2009 academic year. The director also has arranged to take 45 UHP students to the national Broadway touring production of “The Phantom of the Opera” at the Spokane Opera House, scheduled for early October 2008. In response to expressed interest by faculty and students for more frequent out-of-class interactions, the director is scheduling a series of “First Fridays” UHP-sponsored lunches for honors students and faculty, to share a meal and conversation on the first Friday of each month in the 2008-2009 academic year.

The UHP, with the Honors Student Advisory Board acting as hosts, held the annual December Holiday Open House, serving decorated cookies and also hot chocolate. Members of the program were invited to stop by throughout the day for refreshments and casual conversation with each other, board members, program staff, and honors faculty. The event was well attended and continues to be a welcome program offering. In January, members of the program gathered at the Student Recreation Center to obtain ski passes for Silver Mountain purchased for the day by the program. Other activities to which members of the program were invited included lectures, readings, and performances on campus. In early May, the annual HSAB elections were held during the Honors Center Open House and was hosted by HSAB members.

The UHP director also has provided for participation in a University Honors Program Facebook group to foster community and interaction among honors students (over 170 members), with additional opportunities to recruit and to connect new students admitted to the program with one another and with current honors students; in addition, there are Facebook groups for several different communities of honors students in the residence halls.

STUDENT ACHIEVEMENT

Fulbright Scholarship—Anna Makowski
Barry M. Goldwater National Scholarship—Joshua Pohlman
Morris K. Udall Scholar—Lissa Firor
District Rotary Ambassadorsial Scholarship—Christopher Chandler
Rhodes Scholarship (finalist)–Christopher Chandler
Intercollegiate Studies Institute Honors Fellow (national competition)–James Banks
UI Alumni Association Awards for Excellence—Miranda Carman, Christopher Chandler, Peter Degner, Robert Harder, Anna Makowski, Andrew Martineau, Kathleen McGovern, Elizabeth Myers, Carrie Phillips, Michael Rush, Katherine Scott, Alexander Stegner

ASUI Student Achievement Awards in Leadership and Service

Dean Vettrus Scholarship
Freshman: Caroline Campbell, Kimberly Williams
Sophomore: Elisa Briesmeister, Emily Kuhl, Christine Maxwell, Leah Schwisow
Junior: Lissa Firor, Amy Huddleston, Mallory Nelson, Katherine Scott

ASUI President’s Scholarship Award—Amy Huddleston
Individual Community Service Award—Emily Kuhl
George E. Dafoe Memorial Award—Amy Huddleston
Frank W. Childs IV Memorial Award—Jonathan Gaffney
International Programs Endowment Scholarship—Ze “Michael” Zhao
Ismat Ara and Dr. Abdul-Manan Sheikh Memorial Book Scholarship—Avishesh Dhakal
Donald R. and Cora E. Theophilus Award—Jonathan Gaffney

Outstanding Freshman—Matthew Boker, Meg Browning, Caroline Campbell, Katrina Eudy, Melinda Lewis, Bonnie Magnuson, Mallory Tomczak, Kimberly Williams
Outstanding Sophomore—Elisa Briesmeister, Steve Hanna, Emily Kuhl, Christine Maxwell, Leah Schwisow, Ze “Michael” Zhao
Outstanding Junior—Michael Barker, Lissa Firor, Amy Huddleston, Marie Mustoe, Mallory Nelson, Jessica Gruver, Joshua Pohlman, Katherine Scott
Outstanding Senior—Jonathan Gaffney, Jacob Parker, Carrie Phillips

Phi Eta Sigma Local Chapter Freshman Scholarship—Caroline Campbell, Katie Catanzarite, Steve Hanna, Lyndsay Vincent


Many UHP students across campus have received other distinctions for their academic and extra-curricular achievements and are noted in the following examples, which are representative rather than comprehensive of UHP students’ accomplishments and service. This section of the report on “Student Achievement,” excluding recent graduates’ plans, notes over 150 accomplishments and endeavors of the program’s students.
Colleges and departments made awards to the following students.

The Dean’s Award to the outstanding graduating senior in the College of Science was presented to Jonathan Gaffney, Department of Biological Sciences. Undergraduate Research Award to Justin Doble, Department of Chemistry. American Institute of Chemists Award to Michael Rush, Department of Mathematics. Outstanding Senior to Jonathan Gaffney. The College of Agricultural and Life Sciences Pre-Vet Outstanding Senior was awarded to Elizabeth Myers; the Food Science & Toxicology Outstanding Undergraduate Researcher Award was given to Quinton Sturgeon; Hannah Qualls was the Microbiology, Molecular Biology & Biochemistry Department Outstanding Senior and the College of Agricultural and Life Sciences Capital Press Outstanding Freshman Award was presented to Caroline Campbell. The College of Engineering presented an Outstanding Senior Award in Computer Engineering to Dusty Rose Berggren and to Kara Eby in Biological and Agricultural Engineering. Laurel McGarry received an Outstanding Junior Award in Chemical Engineering. The College of Natural Resources gave the Outstanding Department Senior Award to Ashley Reeves, Forest Resources.

The Department of English awarded the William C. Banks Best Student Writing in English courses for 2006-07 to eleven undergraduate students to include program members James Banks (Junior, English), Jonathan Karg (Sophomore, Journalism/English-Creative Writing Emphasis), and Ted Yamamoto (Senior, Biological Sciences/English). Sarah Crider was selected as an intern from English 402 to tutor in the Writing Center during the academic year.

Sixteen students were selected to participate in the Graue Scholars Program for the university’s College of Business and Economics. Top academic achievers from the college who are also members of the program include Brian Fletcher (Junior, Business Econ.-Finance Econ. Option), sophomores Mary Hourihan (Management and Human Res.), Kelsey Pilch (Business Econ-General Opt.) and Tyde Sirk (Marketing). Michael Barker took fourth place out of 34 students competing in a CBE and corporate sponsored capital management and trading program. He managed a 47% return on his simulated $100,000 investment. Once again, a number of students selected to participate in the Davis Investment Group are members of the UHP, including Jordan Greene, Mary Hourihan, Lauren McConnell, Kelsey Pilch, and Tyde Sirk.

The Martin Research Scholars for 2007-2008 were chosen to explore two broad topics: global health policy and U.N. peacekeeping. Honors Program student scholars selected to participate and who received stipends of $500-$1000 were Michael Barker (Senior, Business Econ.-General Option), Andrew Martineau (Senior, History), Kathleen McGovern (Senior, History/Philosophy), Jacob Parker (Senior, International Studies) and William Gitau Munge (Senior, Physics/Mathematics-Application Computation Option). The eighth Martin Institute-sponsored delegation to the National Model United Nations in New York City represented Uganda this year with Elisa Briesmeister (Sophomore, International Studies/Foreign Languages-Spanish), Katherine Carscallen, Head Delegate (Senior, International Studies), Sarah Hipple (English/International Studies), Roger Rowles (Junior, English), Britta Rustad (Junior, International Studies), and Leah Schwisow (Sophomore, International Studies/Political Science) participating, along with 22 other UI students.

Undergraduate students from throughout Idaho are working on biomedical research projects this summer as paid research fellows through the statewide IDeA Network for Biomedical Research Excellence. Begun in July 2004, the INBRE program is funded by a five year $16.1 million grant through the National Institutes of Health. Eight UI Fellows were selected in 2008 and included program members Katie Margulieux (Sophomore, Microbiology/Molecular Biology/Biochemistry), Matthew Racine (Junior, Biology), and Aileen Rice (Senior, Molecular Biology/Biochemistry). A total of 12 undergraduate students and four graduate students are involved with the INBRE Fellows.

Eleven UI Honors Program students participated in the Moscow Schools tutoring program this year, serving at McDonald Elementary: Stephanie DeMay, Ashley Elsensohn, Jenifer Gedert, Heather Hale, Nicholas Homer, Skye Gombert, Teresa Karr, Kristen Konzek, Tyson Meeks, Mallory Nelson, and Alicia Schwartz. Program coordinator Wendy Bolles commented: “Thank you again for encouraging the Honors students to tutor at McDonald. They not only help the children academically, but also serve as good role models for them. And the teachers are always telling me how much they appreciate the extra help the honors students provide.”

Other students remain active in different social and academic endeavors. In summer 2007 six UI students were awarded scholarships by the International Planetary Probe Committee to attend the fifth annual International Planetary Probe Workshop in Bordeaux, France to showcase their research at the workshop poster session. Jennifer Founds (Senior, Electrical and Computer Engineering) presented “Thermal Protection System Embedded Sensor Technologies for Extreme...”
Environments,” and Nathan Bialke (Senior, Electrical and Computer Engineering) presented “A Small, High Velocity Reentry Probe Capable of Reconstructing Atmospheric Parameters.” Nathan also presented research based on his senior design project. His poster described a small spherical Teflon entry probe designed to launch on a sub-orbital rocket and re-enter the Earth’s atmosphere at speeds up to 4 km/sec. Also during the summer, Kevin Kovalchik (Senior, Music/Percussion Performance) was the percussionist for the Idaho Repertory Theatre.

In April the 12th Annual Student Employee of the Year Award Ceremony was held in the Idaho Commons. Three students from the program were nominated for the award: April Davidson (Sophomore, Elementary Education), Sarah Hipple (Junior, English/International Studies), and Elizabeth Myers (Senior, Animal Science-Science/PredVet Opt.).

Elisa Briesmeister (Sophomore, International Studies/Foreign Languages-Spanish) traveled to Spartanburg, South Carolina with Habitat for Humanity and this summer will be the first intern for a un-affiliated NGO called the Forum for Agricultural Research in Africa (FARA), whose primary role is that of a forum for information-sharing on best-practices and education for countries and individuals within agricultural markets in the global economy. She will be part of a coordination team for FARA’s new program, the Sub-Saharan-Africa Challenge Programme (SSA CP). Her responsibilities will include those of an intern and office assistant as well as a marketing assistant for the SSA CP. The internship will last for 10 weeks, and she will live with a Nigerian family who has recently immigrated to Ghana in order to be a part of FARA.

Melinda Lewis was selected Student Alumni Relations Board Outstanding New Member and is an External Public Relations Officer for SARB. She will be involved in a communications internship at the International Symposium for Operation Lifesaver in Cincinnati, Ohio, where she will continue her motivational speaking, working with the youth at the symposium, and helping with special events and speakers.

Joshua Pohlman (Junior, Biochemistry; Ecology and Conservation Biology) one of two UI recipient’s of the Barry Goldwater Scholarship, will fly to China this summer where he will study ecological genetics and Mandarin Chinese. He will stay at Nanjing University and will travel to Shanghai, Beijing, Xi’an, and the Southern Botanical Gardens, all part of the National Student Exchange PIRE program through the University of Georgia’s Genetics Program, studying the genetics of invasive species in China. Pohlman attended the University of Georgia spring semester to take specially designed courses in genetics and Mandarin Chinese. He plans to spend a few days in Beijing to watch the summer Olympics and will also visit a few rural clinics in China to see the nation’s health care system first hand.

Jo Seely (Junior, Journalism, Spanish-Business Opt.) is ASUI Director of Advancement, Student Foundation Associate Director, and a SArb Member. Ashley Elsensohn also traveled to Spartanburg, South Carolina with Habitat for Humanity and this summer plans on going to Ecuador for two months to work at the La Hesperia Conservation Reserve to participate in reforestation and agricultural sustainability projects.

Matthew Brookhart (Juniors, Physics, Applied Math - Sci. Mod. Opt.) has been offered a summer internship in Pasadena, California working at NASA’s Jet Propulsion Laboratory. He’ll be working with and developing software for analysis of infrared spectroscopy of observations from Jupiter and Saturn. Matthew also does research in the UI Physics department under Dr. Ytreberg researching Monte Carlo computer simulations of nanomaterials and their catalytic properties. This fall he will be doing research with Dr. Eric Brauns in the Chemistry department on Infrared spectroscopy of RNA. Ben Coté (Sophomore, Mathematics) is on an international committee through Sigma Chi, working on a program to assist chapters in the recruitment of men of good character. He is currently a conversation partner for two international students, helping them with their spoken English. He will also continue to be active in the B.E.A.R. program, a men’s sexual assault and violence prevention program. This summer Ben will attend the Balfour Leadership Training Workshop for a second year, the largest leadership training program in any Greek organization.

Steve Hanna (Freshman, English/Spanish) was chosen the first year Man of the Year at the residence halls Golden Joes Awards ceremony. He served as social chair and homecoming chair of McCoy Hall in his first semester, and currently serves as RHA Events Coordinator and will be attending the National Residence Hall Conference at Oklahoma State University this summer. Steve was elected to serve on the Honors Student Advisory Board for 2008-2009.

The Morris K. Udall Scholarship was awarded to Lissa Firor (Junior, Environmental Science) who will travel to Tucson, Ariz. in August for the scholar orientation. She has worked as the Communications Coordinator for the UI Sustainability Center (UISC) and will continue working there through the summer and into next year.
as the 2008-2009 Student Programs Coordinator. She’s involved with the Earth Week Planning Committee and helped to coordinate and advertise a week’s worth of events ranging from documentary film showings and lectures to hands-on workshops about composting and bike repair. Lissa is active in the Women in Science Stetline Wetland Revitalization Project where she writes grant proposals to fund the transformation of this small, constructed wetland into an educational center and community wildlife park. In the spring of 2007 the organization received $2250 from the Sustainable Idaho Initiative for the acquisition of native plants and grasses, landscaping efforts, safety upgrades, habitat improvement, and noxious weed management. In the fall of 2007 they received an additional $3000 from the Latah Community Foundation to fund the construction of a bird and wildlife observation deck at the site. The deck was designed by UI architecture students and will be constructed in June.

Amber Lankford (Sophomore, Ecology & Conservation Biology) received the DeVlieg grant (College of Natural Resources) to study the reproductive success of Lewis’s woodpeckers at Taylor Ranch Wilderness Research Station. She will be working with another student from the college and will be presenting her research separately next spring. Both students hope to get published in one of the smaller research journals around the Northwest. She is looking forward to building up research experience and working with Kerri Vierling this summer. Amber is also very involved in the WSU Raptor Club, working with their education birds and giving presentations around both Washington and Idaho.

Also of interest and note are some of the immediate plans of students who graduated from the program in December 2007 and May 2008, as they have noted such plans to the program.

T.J. Adams plans to get a job teaching fourth through sixth graders, then obtain a master’s degree. Dusty Rose Berggren will enter the Environmental Engineering MS/Ph.D. program at Oregon State University in Corvallis this fall with the idea to eventually teach and work on water supply/sustainability/distribution issues. Stefani Blair will take a year off, then attend culinary school. Ketti Boyce is currently working as a Refugee specialist with seniors (in Boise, and “plans to be there for awhile!” Jarod Breshears plans to stay in the area to work and to finish his music education degree over the next year. Katie Brittingham is going to work for the Utah Division of Wildlife as a Wildlife Technician for the summer, then hopes to return to school to become a Jr. High Science Teacher. Katherine Burlingame plans to travel before heading to an engineering job in Washington. Miranda Carman will begin work as a high school English teacher this August, at Bremerton (Wash.) High School. She plans on working for a few years, and then going back to get a Professional Certification, as well as a Master’s degree. Katherine Carscallen is planning to return to Dillingham, Alaska to fish commercially in the summer, and to spend some time there in the fall. She is also looking into getting some coast guard certifications (captain’s license), and hopes to travel in Latin America. She has applied for an NGO internship with the Mexican Solidarity Institute, and expects to learn soon about that possibility. Christopher Chandler will be going to Johannesburg, South Africa on a Rotary Ambassadorial Scholarship during the next year. After that, he plans to pursue graduate study in nutritional anthropology.

Josh Cox is planning to take a couple months off and spend time with family. After that he is going to look for jobs in information technology in Spokane, Wash. and the San Francisco/San Jose area. Liana Crill is an assistant office manager at a transportation company in northern Idaho. Peter K. Degner is moving to Eugene, Oreg. to work for M.R. Richards Engineering as a structural engineer in training. Justin Doble and a friend are taking a six-week trip in Europe, starting in Paris and ending in Italy. After that, he will take a year off to prepare for medical school. Zachary Dobroth will be a Civil Engineering graduate student at the University of Idaho, studying biological treatment processes for wastewater, with Dr. Erik Coats. Samantha Dominick is entering Boise State University’s master’s program in social work. Diana Duncan has been accepted to the Naturopathic Medicine program at Basyr University (Kenmore, Wash.). She plans on taking a year off (deferring her acceptance) to travel. In the fall she plans a two-month-plus backpacking sojourn around Europe (present route includes Ireland, Scotland, the Netherlands, Germany, Austria, Switzerland, Italy, Greece, and Crete with the possibility of adding on Turkey and Morocco). She’d like to participate in the WWOOF Program – an organization of organic and local farmers that allows the participant to work on the farm in exchange for food, board, and hands-on experience while there.

Jeah Bel Lim Flores has a summer research position at Washington State University working in two laboratories: an Aging/Dementia Lab and Traumatic Brain Injury lab; she will pursue a Ph.D. in Clinical Psychology. After achieving her Ph.D., Jeah hopes to join the Peace Corps and travel to another country to help those in need. Laura Formosa is moving to Spain to be an au pair for a
Spanish family living outside of Madrid and is hoping that her year in Spain will improve her Spanish enough to be fluent in that as well. Following that she plans to return and apply to law school for international law, perhaps doing a joint Law/MBA program. She would like to end up back in Europe, and hopes to work for an American law firm that does primarily international affairs.

Jonathan Gaffney’s post-graduation plans are to start law school at George Washington University in Washington, D.C. this fall (incidentally, he also may encounter from time to time in that city a UHP alumna and certificate recipient from a year ago, Danielle Pals, who is entering the Global Law Scholars program at Georgetown University). Beyond serving as ASUI president, Gaffney has worked for the ASUI Center for Volunteerism and Social Action and provided assistance during the Lionel Hampton International Jazz Festival every year since high school. This past year, Gaffney was part of the university’s first international volunteer group, which traveled to Peru to construct a youth center. Gaffney also pushed for a feasibility study on the second phase of the university’s Student Recreation Center. He has voiced student concerns and interests to the City of Moscow during the revision of its comprehensive plan, he worked with ASUI Vice President Amy Huddleston, also a member of the program, to launch a nonprofit management degree program at the University of Idaho.

Tertia Gillett is considering various employment and educational options in the sciences and plans to apply to Pharmacy or Medical School. Lindsay Hutson is student teaching in Coeur d’Alene and is applying for K-12 music and K-6 Elementary Education positions and plans on teaching next year, and/or possibly serving in AmeriCorps or the Peace Corps. Alexis Jones’s post graduation plans are to get a job in a chemistry laboratory in Utah. Alyssa Kizer’s immediate plans include, the eventual prospect of becoming a devoted mother to their future children, to improve her education, and to continue as a tutor of Latin. Kurt Krohmer has a position with a dairy processing company, Glanbia Foods, in Twin Falls. He is starting Glanbia’s management training program before entering an engineering role.

Anna Makowski’s post graduation plans are to work for the Forest Service this summer as a wildland firefighter in the Mt. Hood National Forest, and this fall to go to Colombia, South America on a Fulbright teaching scholarship. She says, “Law school may follow later on.” In this context of UHP alumni in graduate school, we received a recent message from Marissa Caylor (née Peterson): “Thanks for keeping in touch! I have really been enjoying the challenging academic environment of Boston University Law. All of my classmates are from Ivy League undergraduate schools, so it speaks to the quality of my educational opportunities at the U of I that I was accepted there. Ideally I’d like to end up working for the Department of Justice, but we’ll see where life takes me. Nick [Caylor—also UHP alum] is getting his doctorate at a top physical therapy school [MGH Institute of Health Professions] and he is “loving Boston and learning a lot.”

This fall Andrew Martineau will attend the DePaul School of Law. Kathleen McGovern plans to attend paramedic school, work as a paramedic for 2-3 years, and then begin medical school. Lendlı Meyer will be working for an International Mining Company (Freeport McMoRan Copper & Gold, Inc.) at their process technology center in Safford, Arizona. After completing the two-year rotational training program there, his goal is to work in one of their overseas operations in Indonesia, South America, or Africa. Jessica Mullins will seek a short-term journalism job in either San Francisco or Boise, writing for a newspaper or doing public relations work. She then plans to spend the winter in Mexico to improve her Spanish skills.

William Gitau Munge II hopes to attend graduate school in Physics. Elizabeth Myers is moving to Fort Collins, Colo. this summer to work for a year before she applies to Colorado State University. There she will earn her DVM degree and probably go into large animal (horse) practice, unless she decides to get her Ph.D. and teach. Dustin Norton plans to move to London for a while to try to find some work abroad. Sarah Oman will be spending a few weeks in England before moving to Sedro-Woolley, Wash. to intern for the summer at Janicki Industries. She has been accepted into Oregon State University’s Graduate Program to do Masters research in Mechanical Engineering under a Teaching/Research Assistantship. It’s also possible that her masters research will carry over into a Ph.D. Jacob Parker plans to attend the Ohio State University National Chinese Flagship Program. It is a two-year masters program that entails a year in the United States and a year in China, with the long term goal of preparing applicants for business in China. Later this summer he will travel in China with new UHP associate director, Dr. Alton Campbell.

Mitchell Pentzer was accepted to the Master’s program in Classics at the University of Colorado at Boulder with a TA position, teaching either introductory Latin or leading groups of larger lectures in mythology or history. He hopes to achieve an MA there in two years, focusing on philology and history, and then attain a Ph.D. somewhere so that he might teach the classics at a university. Possible travel plans include Wales and Italy. Christina Peterson
will begin work as an auditor for KPMG in Boise. Kylie Castellaw Pfeifer states “The future is pretty wide open at this point.” She will be working on two interdisciplinary projects for the University: the first is a continuation of the class Art/Arch 404: Art, Architecture, and Site Specific Installation. The exhibit for the Prichard (opening June 13) focuses on the unifying concept of mapping and involves career retrospectives of a photographer and an architecture alum, as well as information about and images of the Palouse and a large-scale architectural intervention. The other project she’ll be working on is creating an educational animation about certain biological processes as part of a NSF grant that involves UI faculty and graduate students from the biological sciences and art/design. Her ultimate goal is to use her design skills and talent to educate. Carrie N. Phillips is moving to Charlottesville, Virginia to join her fiancé and to work at the University of Virginia. Emily Pierce works for Moscow Mountain Sport Therapy and for Quick Care, and is an alternate for Eastern Washington University’s Ph.D. Physical Therapy program. If she doesn’t get in this year, she’ll apply to schools again in the fall and take the next year to work and do some travel/volunteering overseas.

Hannah Qualls has been accepted to the University of Washington School of Medicine. As an Idaho resident, she will begin her first year of medical school in August on the UI/WSU campuses. She will continue to volunteer for Hospice of the Palouse, and play piano weekly at Good Samaritan retirement community. Allan Ray will attend Penn State Dickinson School of Law to obtain a Juris Doctorate with an environmental law focus and a joint Master’s in a Natural Resource discipline. Kelcie Robinson has accepted a job offer in Las Vegas, Nev. with SH Architecture beginning the first of June. Amaris Rosario is going to take a year off to get her EMT certification and work before she applies for medical school the following year. Michael Rush is joining the Peace Corps and will be teaching secondary science education in sub-Saharan Africa starting this September. Krysta Schell’s post-graduation plans entail getting married in August and working full time for an architecture firm in upstate New York. Ryan Smith hopes to do as much traveling as possible. Alex Stegner plans to study French in France for three to six months, and perhaps apply to graduate school after that.

Caroline Souza has been accepted to Columbia University and to the University of Michigan’s Master of Architecture Program, but will first work for Behnisch Architects in Los Angeles, Calif. for the summer, before deciding upon what path to take for graduate school. Curtis Stein plans on working as a software engineer. Whitney Strong has an internship at “Seattle Magazine.” J. Quinton Sturgeon has been accepted into a master’s program at Washington State University in the food science department. He will be working with wine yeast nutritional requirements. Bradley Thompson is departing in August with the Peace Corps for a Spanish speaking country in Latin America or the Caribbean. Sarah Todd will attend graduate school this fall at Northeastern Illinois University, majoring in music pedagogy, supported by a graduate tuition merit award. Tyler Vincent will work as a Process Engineer for BP Cherry Point Refinery. Maryann Watkins will work for a year and then go back to school for a Master’s in Public Health.

**UHP ASSESSMENT**

Assessment of the University Honors program has continued to develop and broaden during the past academic year, following the spring 2007 comprehensive surveys of 200 current and former honors students and another 200 invited and prospective students not in the program (see UHP Annual Report for 2006-2007). Building upon a university-wide emphasis on assessment the UHP has taken several steps to expand the evaluation of the program.

1) In the summer of 2007 Dr. Flores met with Jane Baillargeon, Assistant Director, Office of Institutional Research and Assessment to determine how UHP student responses could be gleaned from existing university-wide measures of assessment. As a result of that discussion two new assessment tools for UHP have been created. Honors sections of freshman-only Core Discovery courses are now being tagged so that the CIRP Freshman Survey that is administered to all freshmen can generate a profile of each year’s incoming honors students, and this profile of honors freshmen also can then be compared to the aggregate profile for all freshmen. This was successfully implemented in two of the three honors Core Discovery classes this past fall.

2) In addition, the university-wide exit survey of graduating seniors will be modified so that honors student responses can be pooled as a subset of the overall results. The potential contribution of this information is that it can provide some direct comparison between the overall satisfaction of honors students in relation to the university student population as a whole, and this data provides recurring information for longitudinal study. Data is not yet available for 2008 graduating seniors.
3) Drs. Flores and Warner conducted a series of one-to-one interviews with fifteen faculty members who have taught honors courses in recent years. The purpose of the interviews is to provide some qualitative assessment of the UHP by university faculty (faculty interviewed also include several former and current department chairs and current associate deans) as well as to foster communication between UHP staff and honors faculty to enhance understanding of the program and its development. See summary and excerpted examples from the interviews below. An additional online survey of honors faculty has been developed, to be implemented early this fall semester.

4) For over a decade the University Honors Program has conducted an exit survey of seniors who are graduating in good standing in the honors program. Over that time period the annual participation rate was generally 25 to 35 percent. Spurred on by particularly low participation among the December 2007 graduates (only 1 of 11 graduating seniors filled out the survey), the exit survey was revised and incentives were added to encourage students to participate in the revised exit survey. The changes were apparently effective in motivating students to complete the survey. Thirty four out of 70 graduating seniors (response rate of 48.6 %) completed the survey this spring; this compares favorably to 2007 when only 26 % of the graduating seniors took the time to respond. A summary of the results follows.

**Senior Exit Survey**

As noted above, this year’s responses represent a much more robust sample of graduating UHP students than in the past, though much like past years, students’ views of the program are very positive. Indeed, of the 34 responses only two surveys could be considered to be generally negative in evaluating the program. On a practical level almost 75 % of the respondents at least occasionally took advantage of UHP events and activities and many were regular and enthusiastic participants as indicated by this student comment. “I loved the cultural enrichment trips (Seattle and Portland). I went to nearly every Chamber Music Concert, several plays, several films, and many of the social events. I thought they were great opportunities to enjoy cultural enrichment and have fun with fellow honors students.” It is interesting to note that of the students who did not participate in the outside events the common response was that they didn’t know other people in the program. This response suggests that there should be more UHP-sponsored opportunities for honors students to interact with each other – provided that resources become available to expand program offerings.

In discussing the strengths of the UHP students consistently commented that small class size and quality of instructors were the particular strengths of the program. In students’ words:

1) The small classes enabled me to feel very personal with some of the professors, and I owe most of my intellectual growth to my professors.

2) All of my instructors in UHP were wonderful! I enjoyed all of my courses, and loved the instructors’ passion. My UHP experience has been amazing. The classes pushed me to think beyond my own curriculum’s boundaries. I was able to study many different fields and I think, all in all, that made me a much more rounded person, open to new experiences. I hope to pass that along to the students that I teach.

3) I loved [my Core Discovery course]. We had some of the best discussions, and I truly felt like my opinion mattered. . . . I felt it was sufficiently challenging—-essay based tests, opinion papers, etc. . . . just a wonderful instructor who truly cares about his students. He asks provoking questions, chooses great course material, and is enthusiastic.

4) The diversity of the courses is good, requiring math 315 is a great idea, small class size is essential, and the fact that the classes are more discussion-based rather than homework-based is awesome. I don’t think I ever took an honors class that I didn’t like.”

5) The classes and professors are very high quality. Small class sizes are VERY nice.

It also should be mentioned that a significant subset of students mentioned that priority registration was a particular benefit of the program.

When students were asked somewhat more reflective questions about the how the UHP has contributed to their growth many responded with answers that reflect the ideals of both the program and a liberal arts education:

1) All of my instructors were amazing. Instructors truly cared about their students. They wanted to involve us and transfer the passion they had for their subject to us. They fostered an environment of mutual learning where we learned from our peers as well as the professor, and they were open to learning from us. It allowed me to actively take part in my education and to collaborate with wonderful professors. I loved
being in classes where the students were motivated to learn and willing to express their ideas. Being a part of the UHP allowed me to have more of a small liberal arts education at a large public university.

2) One major strength of the curriculum is that it provides an “overall education” - one that a student would not receive taking just classes in his/her major. I will graduate with a civil engineering degree, but I credit some of my honors classes (such as Contemporary American Experience, Philosophy, Economics, and Geography of Conflict) for preparing me to be a citizen of the world. My honors classes had excellent discussions, smaller class sizes, and enthusiastic professors... all aspects that aided in my thinking and learning. I have especially enjoyed my upper division seminar, which I feel has educated me a great deal about our battling world and how it came to be. I was grateful for the opportunity to be involved in creative thinking NOT involving math and science. The UHP experience has made me a more well-rounded world citizen, and that knowledge provides me confidence for future opportunities in my field and the world.

3) The Honors Program covered anything I would have ever wanted. The diversity of the students within the classes and the class curriculums themselves were amazing. They allowed me to completely step out of classes [in my major] and let me focus attention on subjects that I had never paid any attention to previously. UHP basically taught me how to have a perspective outside of the Engineering World. If it wasn’t for UHP, I would never have learned to analyze stories, learn about Africa, or read into Sex and Culture in today’s society.

4) I feel like the Honors Program has allowed me to explore alternate career choices and made me a “well-rounded citizen.” I wrote more essays for honors classes than any of my other courses and definitely improved my ability to argue or outline my stance on a position. It may have brought me out of my shell a bit too.

5) Made me think in a way not stimulated by normal courses.

6) The UHP classes helped me to think outside the box.

7) As a result of my involvement in the honors program I received further leadership and campus opportunities that I may not have otherwise. For example, I think I learned about the ASUI volunteer center internship through the honors program. I met a lot of amazing students through honors classes and also acquired good friendships with smart people whom I wouldn’t have otherwise met.

8) I feel like I was given more personal attention through smaller class sizes and professors taking interest in my progress. I liked getting the email notifications from the honors program even if I didn’t always attend the events. I would recommend it to others and feel my time was well spent.

9) Being on HSAB for three years has given me an opportunity to get to know the inner workings of the program, taught me something about leadership, and been a really great experience. I loved the opportunities for cultural enrichment. Honors faculty wrote numerous letters of recommendation for medical school applications and other applications and awards. The classes were more than academic endeavors; they were personal experiences in growing, working, and learning. I loved being a part of this program, and I am really going to miss it.

Finally, the exit survey also offered suggestions for strengthening the program. The principal critique was a desire for more course offerings. Students tended to want more honors courses that were applicable to their majors. For example, one student who did not achieve the UHP Core Award or the Certificate, commented: “I didn’t complete those because most of the courses offered were outside of my areas of emphasis or weren’t offered at times where I could feasibly complete them”; another student comments, “The classes were easy to fit into my schedule as a freshman and sophomore, but I had to go completely out of my way to schedule classes as a junior and senior. There are very few offerings of science/biology honors upper level courses. The few classes that are offered never fit my schedule. If the professors weren’t so good I would have dropped the program after completing my CORE classes.” Certainly self-interest is a part of these comments but the consensus is that the most effective way to strengthen the program is to expand course offerings and to a lesser degree (as noted above) to expand cultural enrichment opportunities. Two comments for strengthening the program addressed the issue in a direct, material way that addressed space and housing: (1) “I think it would be really nice to have a couch in the honors center, and maybe a permanent set-up for tea, coffee, and/or water”; (2) “I like how WSU’s honors [college] has an exclusive residence hall with a library and top of the line accommodations.”
Senior Exit Survey Questions, Spring 2008

1. Did you take advantage of UHP-sponsored events and activities (e.g., free films, music, theater tickets, other social get-togethers, trips)? What did you find beneficial, and why? If not, why not?

2. Are there other benefits, opportunities, or kinds of support that you would like to see offered through the Honors Program?

3. What are the strengths of the UHP curriculum?

4. Does the curriculum have any shortcomings (please describe and specify), and/or would you like to see changes or specific classes added?

5. Did particular classes meet or exceed your expectations for honors courses? If yes, which classes and why?

6. Did particular instructors meet or exceed your expectations for a member of the honors faculty? If yes, who and why?

7. Overall, reflective, important question: How would you characterize and describe what the UHP experience has contributed to your growth, education, abilities, and opportunities?

8. Specific career plans and/or prospect of further graduate or professional education? Other plans for the near future--travel, internships, forms of service, or?

9. Optional Question: Did you complete the UHP Certificate or achieve the Core Award? Which? If not, why not?

Summary Examples of One-to-One Interviews with Honors Faculty

The UHP director’s and associate director’s interviews with fifteen honors faculty provide useful perspectives on honors teaching and courses, on the program’s relation to students’ growth and education, on the program’s relative importance to students, faculty, and to the university overall. These conversations provide additional points of view on the program’s level of support, development, and potential long-term objectives. Each faculty member’s perspective is informed by his or her particular knowledge and experience with the program, different views on the nature of honors education and the university, and also perceptions conditioned, at times, by limited knowledge and related questions regarding specific aspects of the program, from recruiting practices to retention criteria to curricular development. Those interviewed include faculty who occupy or who have occupied administrative positions at the college dean level, associate deans, department chairs, professors who have been at the university since the early 1970s, experienced associate professors, as well as faculty who received tenure and promotion to that rank in recent years; the program also includes several faculty who are at the rank of lecturer. Summary transcripts of the transcribed interviews are available upon request. In addition to the value of the conversations and viewpoints elicited in these interviews, it should prove interesting and important to evaluate a full range of nearly 50 honors faculty members who are to be sent an online survey this fall semester—that includes more detailed questions about honors courses and teaching—in which their responses are anonymous. I expect, however, that the following interviews have managed to explore and elicit the expressive and evaluative comments of those faculty who are most familiar with the program.

Perspectives on Honors Teaching and Courses

In response to the first interview question, “In your experience, what aspects of an honors course define it as such?” faculty speak to the benefits of small class sizes with expressive, thoughtful students who engage with course materials and one another in ways that enable both a focused, in-depth exploration of the subject matter, and also at times provide for connections to broader, interdisciplinary and public contexts as well as ‘bigger’ purpose of life and introspective questions and self-evaluation. Many honors faculty note that their honors courses entail more reading, writing, and discussion, different kinds of course materials, projects, group work, and “actual” research. Faculty express that they take more chances as a teacher and feel the ability to be more flexible in course design and pedagogy. Several faculty stressed the opt-in or volunteer nature of students’ participation in honors as an indication of these students’ motivation, interest in learning and in academic success, and largely positive effects for critical thinking and for peer-to-peer dialogue and mutual support or competition for high aspirations and achievements.

The following extended excerpts from three different interviews present examples of responses to the question about honors courses:

“Engaging with the students I realize that we truly can create an environment of intellectual exchange that’s stimulating, that’s creative, that allows the student to grow. I very quickly realized that at least with my experience with [a 200-level core course] and [a 100-level Core Discovery course] the students are at a level of
comment on a range of aspects of students’ intellectual postgraduate education and professional life. Faculty also as vital to students’ academic growth and preparation for education and special opportunities in honors seminars the positive effects of an enriched course of general educational opportunities?” Faculty often reiterated Program experience contributes to students’ growth and would you characterize what the University Honors Perspectives on Students’ Growth and Educational Opportunities

The second interview question asked faculty, “How would you characterize what the University Honors Program experience contributes to students’ growth and educational opportunities?” Faculty often reiterated the positive effects of an enriched course of general education and special opportunities in honors seminars as vital to students’ academic growth and preparation for postgraduate education and professional life. Faculty also comment on a range of aspects of students’ intellectual development in the context of honors course work and community, and the privileges such students enjoy—excerpts follow:

“One of the main aspects would be the opportunity to be in a community with like-minded, intellectually-disposed individuals. . . . Looking at it from the perspective of a parent I think you can get a great education here. . . . It is a can’t miss kind of intellectual opportunity for students who are coming to the University of Idaho. I think the honors program has that kind of impact on the intellectual lives of our students. They’re in these classes with students who are energized, who are passionate about this and they feed on it. It really helps the students.” (Interview C)

“What we’re doing is saying to students, here’s a concept and by the way, here are all the places that you might encounter this concept and its implications in your life. The thing that we’re trying to do, is that the vast majority of honors courses are not for students in the major, but for their general education and to expand their knowledge in the world. The kids who graduate with the honors certificates, are far more engaged in what is going on in the world, they have a world view and have grown academically, in ways that I don’t always see in the nonhonors students.” (Interview 3)

“It should be like this honors student, who was a terrific student, who would have a series of “huh?” moments, when they consider something from a different approach. Conscientious and engaged faculty help to produce these “huh?” moments. There’s also lots of co-curricular opportunities, for example, the program encourages applications to hallmark national scholarships, and there’s no one except for the program doing this.” (Interview 4)

“It contributes to their intellectual growth . . . but even more than that the opportunity for forming a collegial group that may become part of a network that goes beyond their college experiences, and I think that’s a big social and intellectual opportunity, an intellectual network.” (Interview 5)

“I’m afraid I don’t have a clue. I don’t have much insight into the Honors Program itself. I have noticed, as I said, that these students travel more, and wonder if the program encourages or supports that.” (Interview 6)

“The small classes allow for an exploration and a personal experience and an enrichment of your vocabulary, both cultural and lexical—students from different disciplines. We have a level of discussion that demands synthesis, so that the experience of honors provides them with a set number of people who are as excited and curious as they
are, so that they talk about music, or art, or books, so that the program provides them with a cohort with whom they can speak on a certain level, and by the same token, it allows for an arrogance that is despicable, an elitism that is a double-edged sword; they need to work for a week at McDonald’s.” (Interview 8)

“Students who go through the honors program . . . seem to have more of a group spirit, there’s more of a community that goes along with it. They’re going some place. They have their sights on something and usually that is some type of graduate or professional education . . . I think part of it is they are very motivated students so you’re going to get to know them . . . They’re going to need letters, they want letters, they do fellowships, they study abroad, so you have to keep tabs on them because in my case I end up writing letters for tons of them. I get a lot of emails from them and look at a lot of their CVs.” (Interview D)

“I think it is the equivalent of a student’s going to a place like Whitman or Swarthmore or something like that. It creates a body of energy that feeds everybody in the group. It’s what I think you were talking about earlier before we started this little endeavor about the culture of community that the honors program is. College is about making connections with people and being inspired by what you see other people doing, reaching that kind of critical mass of energy of aspiration is the best way the honors program contributes to the growth of students. It’s also true in the honors seminars that are offered to upper level students [that] faculty can be more inventive than maybe the normal curricula gives them a chance to be. So honors students have opportunities to take classes that they might find at another smaller, less highly structured institution and that’s also good for honors students. I like that they have that opportunity. I think the stronger thing is really in the community they create and the opportunities they make for one another.

I think about the students I know who have gone through the honors program who are still associated with one another, who have met one another through the honors program and are now making collectively interesting lives together. I am sure that happens in the general student population too, but the goals are higher. Do you remember Braden Lang and Julia Brumer? Braden and Julia worked for Barack Obama in New Hampshire this year and I think now--Julia went to law school, Braden’s going to law school—they’re both going to have a part in an Obama administration if this happens. It is because you meet like-minded people with similar aspirations. I think what you were saying earlier . . . about the importance of grooming people to be applicants for national scholarships. The honors program is critical for that.” (Interview F)

Perspectives on the Program
To questions three and four, faculty offered responses that differentiated between the questions, and also responses that tended to view the questions as similar: (3) “What do you think is the purpose or significance of the University Honors Program?” and (4) “What is the importance of the Honors Program to the university?” For example, faculty spoke of the program’s purpose and significance in academic and social terms that highlighted the intellectual and in a sense, cultural, benefits of honors course work, community, and advising; faculty members’ responses to the importance of the program to the university addressed issues such as recruitment and retention, and also program staffing levels and funding and space resources. In these questions and in the final, open-ended question, faculty were emphatic in support of the program, pointed in critique of the program’s decreasing funding levels and sense that the central administration and some colleges and faculty do not appreciate the program’s importance to the students and to the university, and direct in asking questions about these issues and about prospects for further development of the program’s curriculum, extra or co-curricular offerings, strategies for strengthening a sense of community and interaction among honors students and faculty, and support for honors advising and mentoring. The following excerpts capture a full sampling of views.

“I have been preaching for a very long time, I wish the president were here, that students come to a university for the quality of the programs, if you want to have first-rate students, you’ve got to have faculty and programs and experiences that will cause a student who might otherwise go to Brown, or Yale, or Dartmouth, to look at the University of Idaho. We get some by defaults, who can’t afford private universities. The public school experience is still a very important part of American higher education, so what can we offer those students that is extraordinary, that is spectacular in terms of their college experience, so that a kid looks at University of Idaho and says, OK, I can go here. We’ve got a lot of pluses going for us, and the fact that we have an honors program that has for many years now produced superlative students who have been with the best faculty with other students who can benefit from those opportunities. It frustrates the hell out of me that the program is not more prominent in recruiting, this little gem of a program—aabsent that, we’re just any other school. The satisfaction of our students testifies to this—I’ve never met a student who graduated from the program who didn’t feel satisfied by their experience. We are a Dartmouth education at an Idaho price. . . . The
thing I love about the Honors Program is that we’re encouraging excellence, and we set the bar pretty damn high. We encourage them to strive for that next level.”  (Interview 3)

“It’s becoming a luxury to be able to teach honors students in a smaller class, because of class sizes increasing across the university. Because the amount of funding departments receive for offering honors courses is decreasing, you guys have to watch it or we’ll stop doing it. One of the reasons that people are willing to participate is because they can use the money to subsidize some other aspect of the curriculum or they can do other things. As the university decreases your funding, the support for the Honors Program will decrease, so if the central administration is not committed to the Honors Program, via funding, then it’s not going to continue, at least at the level it has in the past. . . . If we didn’t have an honors program it would look really bad—students can compare, and if the university were not to support this at the level that they ought to, bad news, you can’t be the flagship without the honors program. . . . I don’t know how long we can keep doing it (for $1500 per course).”  (Interview 1)

“Other universities have honors programs, and therefore we too have an honors program. It’s providing for a certain proportion of the student body who is motivated to go beyond the standard courses . . . . The whole idea of an honors program is that it isn’t for everybody—we can’t conscript people into the program.”  (Interview 2)

“It gives us a place, at least for me, to focus our program’s energies on top students, and instead of recreating a forum for top students, it let’s me direct our students to the honors program, and it helps me recruit and retain specifically students, and I would proffer a guess that we have a disproportionate number of students in the Honors Program. It’s an essential recruitment and retention tool for top students, beyond money. . . . It’s an interesting question or issue in terms of talking to other areas on campus, especially in terms of advocating why the honors program needs more money, you can say, I help recruit engineers, I help recruit ag students, your program does all that, it’s got to be seen as important to the university. There are going to be top students who want this unique education experience.”  (Interview 4)

“In a state university where you have quite a wide distribution of students in terms of their preparation for college, their innate ability and interest in college level work, it serves a very worthwhile function and purpose in providing a place for those students who are in advance of most students, to get them together to optimize their skills, and form that network. It has a very legitimate place in a state university. It serves a purpose at a public university in allowing those students not to be held back or bored or having disincentives for their work. [on program’s importance to the university] Really hard to gauge this—it is so critically dependent on what is the overall strategic scheme of the central administration, and an earlier, central administration undermined support for the program by establishing attention and support for top students through a separate scholarship program. Years ago, in another job, I learned that in quasi-staff like organizations, the director needs to report directly to the top-level administrator, the CEO-like person. Organizations that don’t report to the top struggle for resources; it has to do with how the program is reviewed by one administration after another that is dealing with practical exigencies. The way I interpret this question, the program is very important to the university, but I don’t read it that way, it has to do with particular central administrators who don’t see the program as very important—for what it is worth, I don’t think this program gets the support it deserves—the importance level is quite low to the top administration.”  (Interview 5)

“Again, it’s an excellent recruiting tool, and other colleges [within the university] should be more mindful of the Honors Program. The lack of support for the program in my department and college—the support is basically nonexistent. If you teach an honors course, there’s indifference or even a view such as why aren’t you teaching our students? Or why do we have these courses for honors students when there’s really no course for our students? There’s no realization of the importance of the Honors Program for faculty and for the university in general, and as a recruiting tool for the college, if we could get more faculty in our college to teach honors courses [e.g. an integrated science CORS course] we could probably get more honors students in our college. When I was an assistant professor, I taught an honors seminar as an overload, and there was absolutely no acknowledgement from my department that this was to be valued, either for the department or for the university. The notion that it was a distinction for the faculty member to be selected to teach this course, and for the department too, just went right over their heads. There’s just a bunch of people who [no matter how much you might talk with them to explain the importance of the UHP] are never going to change their views—it’s really sad.”  (Interview 6)

“The purpose the program should be to provide a unique experience for the top academic students who come to this university, to give them a chance to act together as sort of a community, at least on a part-time basis, and have some
courses available specifically to them that gives them the chance to take advantage of the best that the university has to offer. I think that the importance to the university is without such a program, it would be more difficult for us to attract the top echelon of students, of course the scholarships are significant, but I don’t think scholarships by themselves would be enough to get the best students here, we’re competing against many other universities that have honors programs and it’s important for us to maintain the one that we have. Beyond that, the speakers that we bring reflect well on the university as a whole.” (Interview 7)

“. . . That is our mandate—we do offer a small liberal arts education and the honors program can do that. . . . by the same token, the university reaps the prestige of an honors program and of individuals who could have gone to X, Y, or Z and who get fellowships for graduate study. . . . though what is often played down is the liberal arts education that people want, not because they want to go to a liberal arts institution—it’s because they want critical thinking, and they need to emphasize that you can get a liberal arts education at Idaho and not just at Oberlin, and that the purpose of an undergraduate education is this—that comes from having an accredited, viable honors program. What is important for the university or State Board of Education or an administration to understand is that there is a demand for a liberal arts education and not just for the purposes of turning out job-trainees. One of the important recent articles is the Atlantic Monthly article by a business consultant who said that he would never hire a business major, he’d hire a philosophy major. With critical thinking, you can do anything, to master a certain amount of material and do anything with it. Katie McGovern wants to be a doctor, but she’s majoring in philosophy and history, and she’ll be a better doctor for it.” (Interview 8)

“I think for the university it should be much more appreciated because I’m not sure the resources are going into the program that need to be going into it. For the university, the University of Idaho, to be the flagship of Idaho education not to have a top-rated— not that it’s not up there . . . I would think more staffing, more funding, expanding the program would be huge and that would have a powerful benefit for the university. The significance is there and I think it is underappreciated and under funded. . . . The importance is for the students, but the significance for the university is that it’s a bright light in this university and I think that light can be stoked up a few notches.” (Interview A)

“It’s a way to get a richer general education for one but also I’ve learned to appreciate this in my associate dean job, because I use it as a recruiting, talking point. When we’re talking to an excellent student like a National Merit Scholar and they’re weighing coming to the University of Idaho or going to some more elite school . . . In an honors program you’re with the best students so your honors classes are going to be more challenging, more enriching . . . One of my issues is we’re not talking to our Idaho constituency very well, we’re talking past them. We’re not actively trying to attract the best students through things like the honors program.” (Interview B)

“In terms of question four the importance is it has a huge recruitment and retention role. [as a college level administrator] I hear administrators talk about how important the honors program is. I am surprised when there’s not more honors courses being offered and clearly it’s tied to the lack of budget or resources. It doesn’t seem like there is enough staff given the number of students.” (Interview E)

Concluding Observations from Interviews

Faculty concluded interviews by offering additional observations, questions, and suggestions on the program in response to the fifth question, “Additional observations or questions? Areas to address via follow-up online survey?” Again, excerpts follow.

“My experience with the honors program has been very high quality. I have felt supported, we’ve had good communication . . . I am glad that the honors program has restricted these classes to honors students. I’ve had numerous times when students that are non-honors want to take my class because they’ve heard something about it. To me that would have really compromised things. . . . I have numerous students that are pre-med, pre-law, working toward research Ph.Ds, eventually, in the sciences . . . to me it’s an honor just to walk in the class.” (Interview G)

“I think the honors program started in 1983. I just noticed this someplace later, so this is its 25th anniversary. It seems to me to be existing at pretty much the same level of support and status that it had twenty five years ago. I’d say there’s room for growth. I think it is a program that the university hasn’t maybe sufficiently invested in and this might be the moment where its achievements over the past twenty five years can be celebrated. Also a moment when it might set goals for the next ten years or whatever. Stasis is what I associate with the honors program, a good, solid program and place, what is the future, what is the vision? This might be the moment to try to articulate that.” (Interview F)
“I think it be really wonderful if two things the honors program could think about doing in the future (unfortunately it probably means more work for all involved). Right now we have all these 100-level classes that are offered, perhaps we could condense some of the lower level offerings so the students get squeezed more and more into classes . . . Maybe a general class that all honors students would go through . . . . What I observed [at another honors program with a first-year common course], particularly amongst those students was that there was this enormous sense of community, and they also have a shared experience to fall back on, a similar intellectual formation. I was incredibly impressed by that. Then it rounded up they wrote senior theses . . . Of course they’d be housed in the discipline/department they were in, but they always had a representative of the honors program as a third reader. . . . Another thing they had there and I’ve seen this at others honors programs . . . They had an honors house in which they house faculty but that was the place where the classes happened. It was the space for those students, it had a sense of there was the program and then you had faculty coming in. I really enjoy teaching that freshman level course. I look forward to it every year, I enjoy doing it, I enjoy the students. I think it is one of the most important classes I teach, I spend a lot of time on it in terms of preps and trying to keep up with it…. It’s one of the classes I’m most proud of teaching.” (Interview D)

“One of my early committee responsibilities was being on the advisory committee for the honors program a few years ago. I got an appreciation for the program then, from that point of view. I know that administratively it is set up to have opportunities for students and faculty in the university to give them input. I think this is a program that is receptive to input, I think it is built in. I know that lots of information comes in all the time and this experience here today is another example of that, wanting that input. It’s a program that seems to be well grounded as far as critiquing itself on an ongoing basis and thus a realization that it probably needs more money, resources and things like that. I am wondering, I guess, given our conversation this morning how it is positioned administratively, how do the provost and president look at this? Do they tout it up all the time or do they just take it for granted. Those sort of issues. I don’t know that. I think it’s a huge program.” (Interview A)

“It’s been a real pleasure participating, and for instance, I wasn’t planning to teach an undergraduate course this past spring, because that’s when I teach graduate students, but when you invited me to teach the honors course, I said, OK, and added that to my semester.” (Interview 6)

“I’m continually reminded that there is a very low level of cohort development among honors students, which turns out to be a potential strong benefit of the program. A lot of students don’t see themselves as part of an honors program cohort and as having that as a central part of their identity here, although a number of them make very strong friendships.” (Interview 5)

“One of the criticisms of this kind of program is that it is elitist, though an elite of what I’m not entirely sure. You are basically creating another educational tier and one of the effects is that, like a special forces unit, you take the most capable out of the main, actually harm the general forces, which should have everyone integrated. I’m not making this argument, but one I have heard is that pulling honors students away from nonhonors core courses is affecting those courses, but one has to consider that those larger courses are not going to be changed much anyway—they will still be taught in a lecture format.” (Interview 3)

“Sometimes we recruit athletes to the university, and they add dimensions, and sometimes we recruit honors students to the university, and they say that’s elitist, but it’s no more elitist than recruiting the best athletes, it adds to and elevates the level, the playing level, for other students, not just honors students, in other classes that they take, so it’s going to raise the level of discourse and effort. It’s good for honors students to interact on a high level, and it’s good for nonhonors students.” (Interview 1, in response to question 2).

“I think we always have to keep in touch with the kids to say, are we doing what we think we’re doing. It’s not that we would have changed but kids change—their experiences, the way they view the world is different from ten years ago, so it’s always essential to keep that human touch so that we are sure we’re not losing our edge, that if there are issues coming up that these kids are concerned with, for example, food issues, that we can offer an honors course on that topic. The student, for example, who goes out to become a diplomat, needs to know about hunger, the food supply, and so on. They don’t need to become a food science major, but they need access to seminars on such topics.” (Interview 3)

**External Program Review**

National Collegiate Honors Council approved site visitors—Dr. Rosalie Otero, Director, University Honors Program, University of New Mexico, and Dr. Tamara Valentine, Director, Honors Program, University of Nevada-Reno—are scheduled to visit the University of Idaho October 6-7, 2008 to conduct a review of the University Honors Program. Drs. Otero and Valentine
will review UHP annual program reports and additional compiled documents and data, and meet with a range of honors faculty, students, and other departmental, college, and university administrators and staff during their visit to the Moscow campus. In addition to a exit interview with the provost, they will submit a written report and evaluation of the program following their visit, expected before mid-November.

THE UHP AND THE UNIVERSITY

Prospects
Prospects for the University Honors Program turn first upon the varied disciplines and talents that comprise the university. Honors students and faculty lead the way in many fields of study: their accomplishments mark the university’s and the UHP’s priority for academic excellence. This annual report reviews the program and takes stock of its prospects. Prior annual reports have provided expansive narrative and advocacy in the director’s concluding assessments. In this section, the director presents a succinct account of program priorities.

As may be understood in this report, the UHP’s curriculum, extra-curricular offerings, and advising include many of the hallmarks of a strong program that fulfills its primary mission. The account of particular course offerings, students’ achievements, and upcoming new courses and “partnerships” across campus and the honors community show good promise for the program’s ongoing vitality and importance. As advocated in past years, the University Honors Program must be part of the institution’s strategic growth and direct investment. The program has been taken into account in some aspects of the university’s heightened, centralized recruitment efforts, but without support directed explicitly to the program. It is not clear to the UHP—its staff, faculty, and students—why the university has not designated the program for reallocated support and priority status. Without demonstrated funding and political support, or explanation that responds directly to the program’s repeated requests as expressed by the program in its annual reports, the director’s “memos” to central leadership, or via the Vice Provost for Academic Affairs’s annual budget presentations, it remains uncertain how best to plan for the program’s future development and goal-setting priorities. The UHP’s unique role in the university’s mission, and demonstrated prominence for excellence, require institutional and alumni support commensurate with its strengths and its potential. Most important, the program must continue to meet the academic needs and expectations of high achieving students. The University Honors Program and its 500 members can fulfill important university-wide interests to recruit and retain exceptional students, and contribute to the success of these talented students and to the departments and colleges in which they study.

Imposed cuts to the operating expenses budget (over 30% cut since FY 02) have contributed to negative, weakening effects to the University Honors Program’s range of course offerings, recruitment and advising, extra-curricular benefits, and assessment endeavors. Reduced funding for honors courses weakens the program’s stature across campus and beyond. The UHP anticipates drawing to a substantial extent upon carryover funds to sustain and enhance extra-curricular programs in the next fiscal year.

The UHP must be able to provide close, frequent advising to a greater number of prospective and current students. Moreover, the ability to provide greater funding and other “reward” incentives to departments and faculty to offer honors sections of core courses in general education, and to develop new honors seminars and courses, will strengthen the program and its service and contributions to the education of students across colleges and disciplines. The highest priorities expected to strengthen recruitment, retention, advising, and quality of program offerings are increases to levels of staffing and funding to provide an exceptional learning experience, honors education, and community for students, faculty, and the university.

The University Honors Program aims to retain distinctive qualities that include presenting honors course offerings only to UHP members, and admission and retention criteria that support high achieving students while fulfilling the mission of a land-grant institution. Because the UHP is a university-wide program, it is important that the honors curriculum be diverse and provide for a substantial range of offerings to accommodate students’ interests and the scheduling and curricular requirements of their respective colleges and majors. The ability to determine a sound honors curriculum relies on sufficient budget support, and on the necessary administrative political direction that proceeds from the president, provost, vice provost, deans, and department chairs, to the coordinated interest and goodwill of UHP staff, faculty, and students.

UHP Development and Fundraising
The university’s fundraising campaign should enhance the UHP’s annual and longer term development to help offset course delivery costs, provide for directors’ release-time, clerical staffing, and program space. The optimal funds may require an initial $125,000 in additional funding generated each year by various sources.
The UHP also seeks development support to expand extra-curricular programming through the Honors Program Gifts Fund and the Henberg Endowment. These gift funds are designated to support distinctive curricular and extra-curricular offerings, including enhanced resources for students’ research, academic travel, and cultural enrichment. In addition, the Honors Program Scholarship Endowment provides support that helps to offset fee costs for selected students.

**Program Support Priorities**

Priorities to develop the University Honors Program to meet the needs of highly motivated and academically talented students are summarized as follows:

* Increase funds to provide sufficient compensation to departments for honors course offerings and to broaden the program’s extra-curricular opportunities
* Augment staffing by addition of a board-appointed full or part-time clerical position
* Increase percentage of director’s and associate director’s positions in the UHP
* Advance fundraising on the program’s behalf, including directed support and assigned consultation from the university’s Office of Development
* Expand program physical space for staff and students
* Enhance resources and coordination for major and national scholarships advising
* Strengthen the university’s recruitment and retention of honors students, to include development of the program’s curricular and extra-curricular profile, information technology and website support, and scholarship benefits
* Determine means to develop co-curricular study abroad, undergraduate research, and service-learning opportunities

Respectfully submitted,

[Signature]
ACADEMIC PROFILE:
CLASSES ENTERING 1998–2007

The following chart shows honors students’ majors by entering year at the university, based on spring 2008 data. These numbers may vary from other totals found in the report as they indicate those students who were active/registered members on February 11, 2008. The top number (in bold) is the total number of honors students in a particular college; the following numbers show the departments to which these students belong. The percentage depicts the percentage of majors among the total number of majors in the honors program. Some students have double majors, so there are more majors than students. The actual number of individuals in the honors program (by class) in 2007–2008 is given in the row TOTAL STUDENTS.

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| Science              | 3                   | 14            | 10            | 22            | 23            | 72    | 12% |
| (Biology)            | -                   | 7             | 2             | 10            | 6             |       |    |
| (Chemistry)          | -                   | 4             | 3             | 6             | 7             |       |    |
| (Geography)          | -                   | -             | -             | 1             | -             |       |    |
| (Geology)            | -                   | -             | -             | -             | 1             |       |    |
| (Math)               | 2                   | 3             | 4             | 3             | 6             |       |    |
| (Physics)            | 1                   | -             | 1             | 2             | 2             |       |    |
| (Undeclared)         | -                   | -             | -             | -             | 1             |       |    |

TOTAL MAJORS          | 25                  | 122           | 117           | 176           | 189           | 629   |
TOTAL STUDENTS        | 19                  | 90            | 92            | 129           | 156           | 487   |
HONORS/NON-HONORS GPA AVERAGES
FOR FALL AND SPRING BY CLASS

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</table>

*Honors GPAs were rounded to the nearest one-hundredth decimal place.

**NOTE:** The figures above do not include those students who were on exchange during the 2007-2008 academic year.
### FALL 2007 HONORS PROGRAM STUDENT STATISTICS

<table>
<thead>
<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On international exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2005</td>
<td>29</td>
<td>7</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>96</td>
<td>30</td>
<td>61</td>
<td>5</td>
</tr>
<tr>
<td>2005</td>
<td>99</td>
<td>38</td>
<td>56</td>
<td>5</td>
</tr>
<tr>
<td>2006</td>
<td>137</td>
<td>60</td>
<td>67</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>124</td>
<td>110</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>485</td>
<td>245</td>
<td>220</td>
<td>12</td>
</tr>
</tbody>
</table>

Comparing fall 2007 with fall 2006, the total number of students in good standing decreased by 6%—a gross loss of 31 students. The total number of students enrolled in at least one honors course decreased by 5%—a gross loss of 15 students. For fall 2007, 49% of the total number of students were enrolled in one or more honors courses; for fall 2006, 47% were enrolled—an increase of 2%.

### FALL 2006 HONORS PROGRAM STUDENT STATISTICS

<table>
<thead>
<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On international exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2004</td>
<td>25</td>
<td>5</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>107</td>
<td>40</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>2004</td>
<td>126</td>
<td>48</td>
<td>74</td>
<td>4</td>
</tr>
<tr>
<td>2005</td>
<td>139</td>
<td>69</td>
<td>67</td>
<td>3</td>
</tr>
<tr>
<td>2006</td>
<td>119</td>
<td>98</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>516</td>
<td>260</td>
<td>243</td>
<td>14</td>
</tr>
</tbody>
</table>
### SPRING 2008 HONORS PROGRAM STUDENT STATISTICS

<table>
<thead>
<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On international exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-2005</td>
<td>19</td>
<td>7</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>91</td>
<td>28</td>
<td>61</td>
<td>2</td>
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<tr>
<td>2005</td>
<td>92</td>
<td>23</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>2006</td>
<td>129</td>
<td>55</td>
<td>69</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
<td>142</td>
<td>102</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>473</strong></td>
<td><strong>215</strong></td>
<td><strong>242</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SPRING 2007 HONORS PROGRAM STUDENT STATISTICS

<table>
<thead>
<tr>
<th>Year Entered U of I</th>
<th>Number of Students</th>
<th>Enrolled in at least one honors class</th>
<th>Not in an honors class</th>
<th>On international exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2004</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>87</td>
<td>29</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>2004</td>
<td>119</td>
<td>33</td>
<td>78</td>
<td>8</td>
</tr>
<tr>
<td>2005</td>
<td>132</td>
<td>56</td>
<td>67</td>
<td>9</td>
</tr>
<tr>
<td>2006</td>
<td>161</td>
<td>115</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td><strong>513</strong></td>
<td><strong>237</strong></td>
<td><strong>254</strong></td>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>

Comparing spring 2008 with spring 2007, the total number of students in good standing decreased by 8%--a gross loss of 43 students. The total number of students enrolled in at least one honors course decreased by 9%--a gross loss of 22 students. For spring 2008, 45% of the total number of students were enrolled in one or more honors courses; spring 2007, 46% were enrolled--a 1% decrease.
TO: Honors Program Committee
   Pamela Bathurst, Chair
   Torry van Slyke, Chair, HSAB
   Stephan Flores, Director
   Mark Warner, Assoc. Director
   Eric Aston
   Mary DuPree
   Rick Edgeman
   Sandra Reineke
   Cheryl Wheaton

RE: Minutes of meeting held October 15, 2007

The meeting was called to order at 2:30 p.m. with the following members present: Eric Aston, Pamela Bathurst, Mary DuPree, Rick Edgeman, Stephan Flores, Howard Peavy, Sandra Reineke, Torry van Slyke, Mark Warner, and Cheryl Wheaton.

AGENDA ITEMS

1. **Welcome to new committee members.** Self-introductions were made by committee members and Stephan Flores welcomed new committee members.

2. **Brief overview of University Honors Program including statistics.** Handouts were distributed to the committee to include program statistics for fall 2007 and course offerings for Fall 2007-Spring 2008.

   Program numbers provided for committee members are as follows: 485 students are currently active in the program, down from 516 in the fall of 2006, a decline of 6%. Dr. Flores explained that there were 125 entering freshmen, up from 119 in 2006, the average high school GPA for UHP freshmen is 3.93, mirroring last year’s average, and that the average ACT composite is 28.45, and the average combined SAT critical reading and math score is 1281.05. The average index number of those entering the program was 92.04 (program’s minimum index for initial admission consideration is 81, which represents, for example, a correlation between a 3.7 high school GPA and a1250 SAT score or 28 ACT composite score).

   Dr. Flores pointed out that the decline in student enrollment in the honors program perhaps mirrored the overall decline experienced by the university, although in general the program has continued in recent years to recruit and retain students at rates above the nonhonors population, and this was to be expected. He also mentioned that the decline in students taking honors course work might be caused by the inability to offer some courses this fall (History 101, Philosophy 103, Biology 115) because departments were unable to provide faculty to teach those courses. Rick Edgeman wondered about the retention rate in the program and Dr. Flores replied there were two ways one could view the rate. One would be to look at the number of students ultimately receiving the Honors Certificate, Core Award, or graduating in good standing in the program (about 75 students in total this past year) or, and perhaps more productively, look at the number of students remaining in the program by year over a four-year period of time. He also said that it is highly unusual for there to be a high percentage of students retained in an honors program, due to the importance of its curriculum being founded largely in general education courses with selective offerings in upper-division and special topic courses. Pamela Bathurst wondered if students who leave the program simply drop away or if they leave the university altogether. Dr. Flores stated that it was difficult to answer as there isn’t a good way to track all the students who leave the program. Instances were cited of students leaving to be closer to home, financial constraints, attending other institutions either in their home state or of a more prestigious nature (Dartmouth was one such example), or to follow instructors in their declared major (two students in the program left this fall to follow their music instructor to the University of Kansas). And because of the program’s academic standards, some students fail to meet minimum GPA or course requirements for remaining in good standing, though if there are not financial constraints, even these students tend to be successful in remaining at the university to achieve degrees. Dr. Flores added that a fuller explanation of the data could be found in the Honors Program annual report, distributed to each committee member this past summer.

   Sandra Reineke stated that she knew of students who meet the initial criteria for the program but were not in it and wondered why that would be possible. Again, Dr. Flores responded that it was a question often asked and one with several answers. He noted that there is a group of students who simply don’t respond to repeated invitations to join and another group that responds by applying but don’t follow through by writing the essay. He feels that student contact does make a great difference with students applying to the program.

   The topic of retention was revisited with Dr. Edgeman noting that retention in a program is enhanced by a sense
of community. Dr. Flores agreed and went on to say that expansion of the curriculum, social get-togethers, and cultural enrichment opportunities are all ways that the program hopes to strengthen students’ connections to the program and to one another. For example, the program hosted a rock-climbing social that was well attended and received, and has expanded its support for cultural enrichment opportunities by providing for a select number of “free” tickets to UI Theatre productions, obtained at a discount with the support of the Department of Theatre and Film. Dr. Flores called attention to the list of events on the program’s website, and noted also a recent workshop on applying to graduate school that Dr. Warner arranged, and an informational meeting on applying for major and national scholarships that Dr. Flores presented. Edgeman suggested that local businesses might be asked for monetary support in order to fund some of the program activities; local businesses might include the Lewiston, Boise, Portland and Seattle areas. Prof. Bathurst wondered if it is permissible to do that and Mary DuPree responded that consulting the Foundation would have to take place before soliciting any kind of funds. Dr. Flores mentioned that the UHP has coordinated with development to keep its alumni list updated, and that the UHP needs support to advance its fundraising. Mark Warner pointed out that insufficient staffing in the program made it very difficult to undertake fundraising of this nature.

3. Adjust retention GPA. In the fall of 2001 the retention GPA for Honors Program students was changed from 3.0 to 3.2 in order to sharpen and strengthen the identification of those in the program. When comparing the program retention GPA to that of other similar institutions (17 peer, regional, and “aspirational” honors programs and colleges) the average GPA that students must meet to remain in good standing is 3.3. Dr. Flores cited GPA averages for the four previous semesters: GPA range of 3.2-3.24: 11 students; GPA of 3.25-3.29: 9.25 students; GPA below current UHP minimum 3.2: 31.5 students. See enclosed handout for further data in other years. Although Dr. Flores did not want just yet to make a formal proposal to the committee, he asked the committee to review this data to consider the prospect of raising the retention GPA in the near future to 3.3. Erik Aston responded positively to the suggestion, stating that a higher retention GPA equates to better program reputation and becomes more selective with a 3.3. Dr. Edgeman questioned the right size for the program in terms of reducing the numbers by raising the GPA. Mary DuPree added that if the university’s administration is not saying we want [the program] to grow, that becomes a limiting factor that supports a higher retention GPA. Dr. Warner added that the size of the program (nearly 6 percent of the total university undergraduate population, with an admission figure of 7 percent of entering freshmen) is in line with other honors program populations. Both Aston and Edgeman liked the idea of a 3.5 retention GPA. Dr. Flores observed that a component of retention criteria might also be the completion of a certain number of honors courses within a designated time period—perhaps increasing the number of courses completed within the first two years of a student’s membership in the program.

HSAB Chair Torry van Slyke stated that, as a student, he felt biggest difficulty for students remaining active in the program was the lack of course offerings, especially at the upper-division. He has tried to get instructors to offer seminars and feels that, based on their responses, colleges and departments are not willing or able to free up faculty members to allow them to offer honors courses. He also feels there are too many lower division courses offered and the variety across the disciplines is too narrow. Dr. Flores noted that such perspectives on the program, with comprehensive accounts of students’ views gained from surveys, are represented in the latest annual report.

The remaining agenda items were not addressed due to time limitations. The committee requested to meet again on October 22 at the same time to continue discussion of item 3 as well as remaining agenda items.

Meeting adjourned at 3:30 p.m.

Respectfully submitted,

Cheryl Wheaton

cc: Douglas Baker, Provost
Don Crowley, Chair, Faculty Council
Karen Guilfoyle, Chair, Committee on Committees
Doug Adams, Faculty Secretary
Jonathan Gaffney, ASUI President
Special Collections, Library

UNIVERSITY HONORS PROGRAM ANNUAL REPORT: 2007-2008
TO: Honors Program Committee  
Pamela Bathurst, Chair  
Torry van Slyke, Chair, HSAB  
Stephan Flores, Director  
Mark Warner, Assoc. Director  
Eric Aston  
Howard Peavy  
Mary DuPre  
Sandra Reineke  
Rick Edgeman  
Cheryl Wheaton  
Pat Hart  

RE: Minutes of meeting held October 22, 2007

The meeting was called to order at 2:35 p.m. with the following members present: Pamela Bathurst, Mary DuPre, Rick Edgeman, Stephan Flores, Pat Hart, Sandra Reineke, Torry van Slyke, Mark Warner, and Cheryl Wheaton.

Stephan Flores opened the meeting by asking for approval of the minutes of the October 15, 2007 meeting. Rick Edgeman moved, Torry van Slyke seconded that the minutes be approved as distributed by email to all committee members. Pamela Bathurst called for a vote; approval was unanimous.

AGENDA ITEMS

1. GPA and course requirements for good standing.

   Stephan Flores distributed to committee members a proposal that addressed changing the current cumulative GPA to remain in good standing in the Honors Program from 3.2 to 3.3, as well as retention criteria regarding completion of honors course work. The proposal follows: A member in good standing of the University Honors Program must be registered at the UI, maintain a 3.3 cumulative GPA, and complete a minimum of three graded honors credits in the first semester, and at least six graded honors credits by the end of the second semester; thereafter, students must complete, on average, one honors course every second semester; Mary DuPre made a motion to accept the proposal, with Torry van Slyke seconding the motion.

   Discussion followed, beginning with comments by Stephan. He stated that although two committee members had expressed support for a retention GPA as high as 3.5, he was reluctant to make adjustments to program requirements whose consequences he was unable to justify and to predict. Although there are various criteria in many other honors programs, some with cumulative GPA requirements at 3.5, he felt that 3.3 would best suit this program criteria. He also observed that there is a portion of students in the program who need an extra nudge to more fully experience the curriculum offered. This would be accomplished by requiring the student to complete a certain number of credits during the early part of their membership. There are many students who take one or more courses in their first semesters but as they move further along into their majors, scheduling and the curriculum become more difficult to balance so the requirement moves back to averaging a course every other semester.

   Pamela Bathurst asked if all courses in the curriculum are three credits to which Stephan explained that most honors courses are three or more credits. Exceptions to that would be the Interdisciplinary Colloquium and other upper division courses which have carried fewer credits and have been offered pass/fail. Students are encouraged to take what they can at that point to be able to stay active in the program. He also emphasized that students may take more than one three credit course during the first and second semesters.

   Pat Hart wondered if a student’s study abroad would be affected by the revised requirement. Stephan explained that students are given study abroad credit (3 credit minimum) once the university has received verification of the student’s grades. Rick Edgeman asked if there might be something such as journaling that might be provided by the student. Overseeing such an activity would fall to the responsibility of the director. Mark Warner emphasized that students currently are not hindered in their program participation by being on study abroad. Stephan added that although living and learning elsewhere is not always transcripted, if the UI accepts the work then the Honors Program accepts it as well.

   Rick stated that in making the changes he felt there were four things to be considered. Program size, retention, quality, or perceived quality were all important aspects to be examined. Stephan observed that quality is represented through grades received and the curriculum provided by the institution must be worth experiencing and be able to produce a mutuality among students and faculty from engaging in that curriculum. As a community students benefit and participation in the program definitely enriches the first year experience.
Mark noted that people who don’t immediately get involved with the curriculum often fall away fairly quickly. The new policy would sharpen the retention rate in that respect. Stephan pointed out that for the size and number of members in the program the class enrollments are a bit high and it will lessen the stress for some classes where 22-25 students would be a much more appropriate number than the current enrollment limit of 30.

Stephan stated that, in addition, by raising the current index number he felt that the quality of the program will be increased. Limited course offerings will also be reduced. Torry van Slyke agreed with that and felt that those who don’t participate should be made inactive in the program as soon as possible. He supports the higher GPA and, although he didn’t participate in his first semester, now wishes that he had done so.

Finally, Stephan pointed out that priority registration offers another built-in retention factor.

Pamela called for a vote on the motion on the table; motion passed unanimously. Rick questioned the use of “thereafter” in the revised criteria, however after clarification of its intended meaning the committee moved on to the next agenda item.

2. Admission index criteria. Stephan asked the committee to refer to a previous handout (enclosed) given to the committee titled “University Honors Program” which contains data compiled to show and explain various sets of criteria applicable to the program. Flores pointed out that students in high school with a cumulative GPA of 3.7 and a composite SAT score of 1250 meet the minimum index and are sent information and invited to apply to the program. He then proposed moving to an index number of 84 and gave data to support the move. In fall 2006 there were 81 students with 81-84 indexes who were not in the program; there were 15 students, again with index numbers between 81 and 84, who were in the program. Combined, there would have been 95 students who would not have been invited to join the program if the current index was moved to an 85. The average GPA of new freshmen in the program was a 3.93; those not in the program was a 3.90. The average ACT was a 29; for those freshmen not in the program it was a 26. A hundred points separated the UI freshman from the UHP freshman on the SAT scores. Rather than settle on an 85 index, however, Stephan explained that after examining the different scores and high school GPAs used to establish the index (with greater weight placed on the high school GPA), he arrived at a minimum index of 84. This then would not exclude students who achieved an SAT of 1250 with a high school GPA of 3.8 or those who scored a 28 ACT composite score and had a 3.79 GPA.

Rick asked if a distinction was made between weighted and unweighted GPAs, to which Stephan responded that the unweighted GPA was used by the university as well as the honors program. Pam observed that weighting the test scores more heavily might level the playing field a bit. Stephan further explained that the program had gradually moved from using just one of the criteria (high school GPA or test scores) to the use of all three in establishing the index number. He also emphasized the use of the essay as another criteria in the selection process. When asked, Mark Warner responded that quantitative criteria are used first, then qualitative (the essay) to determine whether a student is eligible to join the program. Stephan remarked that some students with acceptable quantitative criteria simply don’t have sufficient writing skills for the program. Rick wondered if there were any disadvantaged students, those who might not be considered because of language barriers. Both Stephan and Mark cited the essay as a means to determine whether a student’s writing skills were sufficient, with Mark pointing out that many of those international students who apply spend an extra amount of time polishing their written work. Stephan read an excerpt from the 2007 annual report regarding the program’s diverse curriculum serving a variety of student needs and interests.

Torry observed that there really wasn’t much of a jump between an index of 81 to 84. Rick countered that it wasn’t much of a jump but that there wasn’t much room in between those numbers. Stephan also added that there wasn’t enough data provided from the national testing center to use the writing scores on the standardized tests as part of the qualitative criteria for program consideration.

Rick then made the motion, with Mary DuPree’s second, to adopt the new minimum index number of 84. Pamela called for the vote; unanimously accepted.

3. Upcoming conversations with Honors Faculty, Department Chairs, Associate Deans. It is the intention of the director to gather several honors faculty together to gain information about their experiences in the program and to have at least one member of the Honors Program Committee present in these meetings. More information will follow.

4. Speaker to be determined for 2008 Honors Convocation. Stephan invited committee members to gather names, to include those of colleagues or others known to the committee members, as possible Convocation speakers. Stephan would like the committee to think about speakers for perhaps the arts (music and theatre), cognitive psychology, and other areas of the humanities and social sciences.
4. **New business/new agenda items.** Mary DuPree requested that the discussion of more upper division, subject specific courses be placed on the agenda in response to Torry van Slyke’s comments at the previous meeting.

Next meeting will be held on November 5, 2007 at 2:30 pm in the Wellspring Room.

Meeting adjourned at 3:34 p.m.

Respectfully submitted,

Cheryl Wheaton

cc: Douglas Baker, Provost
Don Crowley, Chair, Faculty Council
Karen Guilfoyle, Chair, Committee on Committees
Doug Adams, Faculty Secretary
Jonathan Gaffney, ASUI President
Special Collections, Library
FALL SEMESTER 2007

NOTE: Class time and location may change at any time. Please check the most current class schedule at http://www.uidaho.edu/schedule/. You will also find the Spring 2008 provisional schedule for Honors course work at http://www.uidaho.edu/honors_program/courseinfo.htm

(15866) English H257 (01) 3 cr., 12:30-1:45 TR: Prof. D'Wayne Hodgin

**Honors Literature of Western Civilization.**
Reading in selected classics of Western Literature from Classical Greece to the Renaissance, reflecting the development of Western thought and culture. Discussion and lecture format; satisfies core curriculum requirement for humanities. Limit of 30.

Chemistry H111, 4 cr.: Prof. Thomas Bitterwolf
(10727) Sec. 33-- 8:30 MWF, Lab 2:30-5:20 M, REN 222 (12/section)
(10728) Sec. 34-- 8:30 MWF, Lab 2:30-5:20 M, REN 222 (11/section)
(10729) Sec. 35-- 8:30 MWF, Lab 2:30-5:20 W, REN 222 (12/section)
(10730) Sec. 36-- 8:30 MWF, Lab 2:30-5:20 W, REN 222 (11/section)
(31279) Sec. 37-- 8:30 MWF, Lab 7:00 pm - 09:50 pm R, REN 222 (12/section)
(31280) Sec. 38-- 8:30 MWF, Lab 7:00 pm - 09:50 pm R, REN 222 (11/section)

**Honors Principles of Chemistry.** Intensive treatment of principles and applications of chemistry. Honors labs have an emphasis on independent laboratory exercises. Satisfies core curriculum requirements in the natural and applied sciences.

(15581) Psychology H101 (01) 3 cr., 9:30-10:45 TR: Prof. Alan Whitlock

**Honors Introduction to Psychology.** An exploration of the evolution of psychology, personality theory, memory, research in psychology, biology related to psychology, sensation and perception, learning, states of consciousness, psychological disorders, and psychotherapy. Each student will evaluate their own personality and search for new meanings in their experience. Satisfies core curriculum requirements for the social sciences. Limit 30.

(31930) Sociology H101 (04) 3 cr., 12:30-1:45 TR: Prof. Leontina Hormel

**Honors Introduction to Sociology.** Sociology trains individuals to understand how social structure and institutions affect, and are affected by, our personal conditions and choices. This course introduces students to the skills of thinking sociologically and of testing social theory through empirical research. To fulfill this challenging goal, we will read and examine several books that provide rich analyses of social phenomena. These books inform a variety of subfields within sociology: Race, Class, and Gender, Power Structures, Political Economy, Deviance, Social Movements, Environmental Sociology, and Research Methods. Most important, this course intends to open students’ imaginations as we encounter societal experiences differing from, and relating to, our own. Satisfies core requirement for the social sciences. Limit 30.

(26231) Communication H335 (01) 3 cr., 2-3:15 T-Th: Prof. Steve Banks

**Honors Intercultural Communication.** Honors Intercultural Communication challenges basic assumptions about culture, communication and the theories that link these two constructs. Students read classic and contemporary literature on intercultural communication, travel on Web-based sojourns, write critical evaluations of research reports, create and present case analyses, and conduct a semester-long investigation of a culture of choice. Satisfies core requirement for the social sciences and the General Core Studies International Course requirement. Limit 27.

**CORE - Discovery**

(27246) Core H104, (03) 4 cr., 9:30-10:20 MWF: Prof. Mark Warner

**Honors Contemporary American Experience.** This course takes a broad look at contemporary American life in the context of the last fifty years. Students analyze films, stories, poems, court cases, personal narratives, popular media, and objects of material culture for what they portray about six aspects of American experience: religion, family, the sense of place, gender/sexual orientation, race and class. The course also includes readings from the social sciences; fall semester satisfies core curriculum requirements for social science. Limit 30.
Core H116, (01) 4 cr., 11:00-12:15 TR: Prof. Rodney Frey

Honors The Sacred Journey: Religions of the World. This year-long course will introduce students to Primal Religions (Coeur d’Alene and Crow Indian), Hinduism, Buddhism, and Taoism during the fall semester, and Judaism, Christianity, and Islam during the spring semester. In each of these traditions, the forms of sacred journeys will be considered. Sacred journeys can be of a personal nature, such as rites of passage. They can be collective in nature, such as a pilgrimage to a sacred place. And sacred journeys can have a societal focus, such as a revitalizations movement. To understand these varied religious traditions and interpret their religious symbols, values, and narratives, an academic approach will be utilized to allow students to better see the world’s great religious traditions from the perspectives of the adherents themselves. By juxtaposing what can be unique and distinct along side what is often veiled, this approach will also help students to more clearly reveal and appreciate his or her own religious values. Fall semester satisfies humanities credits in general studies core curriculum and also General Core Studies International Course requirement. Limit 30.

Core H117 (02) 4 cr., 9:30-10:45 TR: Prof. Anna Banks

Honors The Movies, the World & You. Across cultures, movies entertain, delight, and challenge their viewers; they explore and document our world. In the process, this medium both reflects and shapes people’s perception of the world; watching movies is not the passive activity that many think it is. A major aim of this course, therefore, is to enable students to become more active, critical, and compassionate viewers. Another aim is to introduce students to aesthetic values and social concerns in a variety of world cultures. The course will adopt numerous disciplinary lenses to explore both the movies themselves and the issues they raise. Satisfies core curriculum requirements for humanities and also General Core Studies International Course requirement. Limit 30.

Math H315 (01) 3 cr., 10:30-11:20 MWF: Prof. Mark Nielsen

Honors Topics in Pure Mathematics: The Fourth Dimension. We will make the jump from three to four dimensions by examining how the jump from two to three dimensions is done. While we will use only elementary mathematics in our investigations (calculus is NOT a prerequisite!), we will learn some geometry and topology along the way. In particular, if you’ve ever wondered about non-Euclidean geometry, the possible shapes for the universe, and the elementary workings of special relativity, this course will give introductions to all of these. Limit 30.

FALL 2007

Upper Division Honors Seminars

The upper division honors seminars are reserved for juniors and seniors in the program. Sophomores will be allowed to register for seminars on a space-available basis only with juniors and seniors being given first priority. Three credits of Honors course work must be completed in order to register for a seminar.

Geography H404 (03) 3 cr., 1:30-2:20 MWF: Samuel Ndegeah (PhD student in Geography) and Prof. Harley E. Johansen

Africa: A Developmental Trajectory. Many popular images of Africa are based on stereotypes that present fragmented and at times fallacious representations of Africa. This seminar aims to deal with the ways in which Africa has been and continues to be misrepresented to, and imagined in the minds of many Americans. What is needed is a thorough understanding of societal values, history, resources, beliefs, institutions, and environment. To effectively assist African countries, future decision-makers (including Honors Students) need to understand Africa’s developmental trajectory. Students will examine Africa’s physical and human geography and resources, and the history of the African continent and its global connections. Emphasis will be on sub-Saharan Africa. Limit 15.

Chemistry H400 (01) 3 cr., 1:30 MWF: Prof. Tom Bitterwolf

Energy Issues. Virtually every morning brings a news report of an issue relating to the broad question of how our society and the world will deal with providing sufficient energy for our populations while walking like a drunken sailor on the edge of global climate catastrophe. Energy Issues is a student led exploration of the issues that make up energy policy. Belying its home in Chemistry, the course covers political, economic, environmental, and technical issues with a focus on understanding the complex weave of these components. The course features a number of speakers ranging from UI faculty such as Roger Korus (nuclear reactor design), Dean Edwards (batteries and electric cars), Dave Drown (energy efficient housing), Dean Emeritus Mal
Miller (global climate change), Ghazi Ghazanfar (Middle East politics), as well as visiting speakers such as Prof. Phil Appel of Gonzaga University (wind energy and batteries), former Sen. Jim McClure, representatives of the Northwest Power Commission, and staff from both the Pacific Northwest National Laboratory (hydrogen energy) and the Idaho National Laboratory (nuclear energy and fuel recycling). Students are expected to read voraciously and participate energetically in class discussions. A paper and in-class presentation provides closure to the semester. There are no prerequisites, but each student is expected to bring insights from his/her major and personal experiences to the table. Limit 15.

(29569) History H401 (01) 3 cr., 12:30 pm - 1:45 pm TR: Prof. Richard Spence
The Occult in History. This seminar will explore the influence of occult doctrines, groups and individuals on Western society and culture from roughly the 17th century to the present with emphasis on the 19th and 20th. While the common perception is that modern Western history has been shaped by scientific rationalism and materialism, beneath the surface there also has been a pervasive and powerful influence of the “occult” which has shaped popular culture, politics, economics and even the sciences themselves. Such topics as witchcraft (past and present), paganism, shamanism, Satanism and occult elements in mainstream religions will be examined. Occult themes and influences in popular culture, including film and television, the connections of occultism to crime and politics and the efforts of military and intelligence agencies to exploit the paranormal and “weaponize magic” will also be covered. Limit 15.

SPRING SEMESTER, 2008
(45845) English H258 (02) 3 cr., 10:30 - 11:20 MWF: Prof. Tom Drake
Honors Literature of Western Civilization. This course focuses on the Literature of Western Civilization from the early 18th century on, a time when Western political, economic and religious powers colonized much of Africa, Asia and the Americas, and Western civilization worked hard to “civilize” those “barbaric” worlds. The term “civilization” has been used to differentiate Western culture from “barbarity,” implying inherent Western cultural superiority to other cultures and people. The literature of this era both reflects and challenges this civilizing effort. Along with other dominant themes, we will explore how key writers struggled to understand and to reshape the very definitions of such concepts as “man,” “woman,” “rights,” “freedom,” “truth,” “morality,” and “justice.” Our focus on these concepts will serve as an inroad into a deeper understanding of the symbiotic relationship between the individual and society, philosophy, law, imperialism, economics, history and literature. May be taken independently of English H257. Satisfies core curriculum requirements for humanities. Limit of 30.

(42144) History H102 (01) 3 cr., 8-9:15 - TR: Prof. Ellen Kittell
Honors History of Civilization. A continuation of History H101, moving from the Renaissance to the Twentieth Century. May be taken without having already received credit for H101. Satisfies core curriculum requirements for social sciences and also General Core Studies International Course requirement. Limit of 30.

(56616) Philosophy H103 (13) 3 cr., 2-3:15 TR: Prof. Janice Capel Anderson
Honors Introduction to Ethics. An introduction to philosophical reasoning through historical study of Western moral thought. Readings, lectures, and discussions, with required individual papers and group presentation; satisfies core curriculum requirement for humanities. Limit of 30.

Chem H112, 5 cr.: Prof. Thomas Bitterwolf
(45458) Sec. 21-- 9:30 MWF; Lab 2:30-5:20 Th, REN 233; Rec 1:30-2:20 Tu
(45460) Sec. 22-- 9:30 MWF; Lab 7:00-9:50 p.m. Th, REN 233; Rec 1:30-2:20 Tu
Honors Principles of Chemistry II. Continuation of Chem. 111 for students in the University Honors Program. Some work in inorganic, organic, and biochemistry, electrochemistry, nuclear chemistry, and in qualitative inorganic analysis. Three lectures, one three-hour lab and one recitation a week.

Prerequisite: Chem. 111 or permission. Satisfies core curriculum requirements in the natural and applied sciences. Majors in natural sciences and engineering are encouraged to take Honors Chemistry. Enrollment limit of 15 in each section.

CORE - Discovery
(58440) Core H154 (03) 3 cr., 9:30-10:20 MWF: Prof. Mark Warner
Honors Contemporary American Experience. This course takes a broad look at contemporary American
life in the context of the last fifty years. Students analyze films, stories, poems, court cases, personal narratives, popular media, and objects of material culture for what they portray about six aspects of American experience: religion, family, the sense of place, gender/sexual orientation, race and class. The course also includes readings from the social sciences; spring semester satisfies core curriculum requirements for humanities. Limit 30.

(58474) Core H166 (01) 3 cr., 11:00-12:15 TR: Prof. Rodney Frey

**Honors Insects and Human Health.** The course will explore the relationships between insects and human societies and the parasites that colonize them both. Students will gain an understanding of mathematics, statistics, epidemiology, entomology, parasitology and human behaviors and cultural practice that may lend themselves to increased possibilities for disease. Satisfies core curriculum requirements in the natural and applied sciences. Limit 30.

(62180) Anthropology H220 (02) 3 cr., 3:30-4:45 TR: Prof. Rodney Frey

**Honors Peoples of the World.** This course will introduce the student to the peoples of the world. The human experience has been characterized by its rich diversity of expression, and the variety of ways people have spun their particular stories of themselves. Among the topics considered are: 1. cultural variation and differing epistemologies, as exemplified in scientific ways of knowing as expressed in the story of human evolution, and in mythic and ritual ways of knowing as expressed in various stories of creation; 2. the nature and role of aesthetic and religious expression; 3. rites of passage, pilgrimage, and identity formation; 4. landscape, gatherer-hunter ecological patterns, the original affluent society, plant and animal domestication, capitalism, and the culture of consumption; 5. family, kinship and marriage, love, and the rise of individualism; and 6. the nature of intra and inter-cultural dynamics as expressed in creativity, innovation, assimilation, and war. Throughout the discussions students will be contrasting the similarities and differences between “Tribal-Traditional” and “Euro-American” cultures and ways of knowing the world. While one cannot hope to address the complex questions of our age relating to global terrorism, global inequality, and global warming, we can strive in this course to better inform how we frame our questions and suggest many of the root causes for our contemporary challenges. Satisfies core curriculum requirements for social sciences. Enrollment limit is 30.

(62397) Art H208 (01) 3 cr., 10:30-11:20 MWF: Prof. Ivan Castenada

**Honors Italian Renaissance Art and Culture.** A study of painting, sculpture, architecture, and art theory in Italy from c. 1350-1600. The art of Giotto, Duccio, Brunelleschi, Ghiberti, Alberti, Donatello, Fra Angelico, Fra Filippo Lippi, Andrea Mantegna, Botticelli, Leonardo da Vinci, Raphael, Michelangelo, Bramante, Palladio, Giorgione and Titian, among others, is examined along with the broader components of Italian Renaissance culture. Satisfies
core curriculum requirements for humanities. Course limit is 30.

(55240) Economics H272 (02) 4 cr., 3:30-4:45 MWF: Prof. Steven Peterson

Honors Foundation of Economic Analysis. Introductory course on the principles of economics, covering both micro-and macro-concepts, theory, analysis, and applications. Carries no credit after Econ 201 AND 202; carries 3 credits after EITHER Econ 201 or Econ 202. Satisfies core curriculum requirements for social sciences. Limit of 30.

(62247) Interdisciplinary H450 (02) 1 cr. (pass-fail), 12:30-1:20 Tues.: Profs. Michael O’Rourke, Daniel Bukvich, Richard Fehrenbacher

Honors Interdisciplinary Colloquium: Insight and Creativity. UI faculty and staff present and describe their approaches to teaching and/or research in their respective disciplines in this series of lectures. The lectures present the specific subjects and methodologies that define the disciplines and initiate conversations about those disciplines to explore and to encourage interdisciplinary cooperation. Students attend the weekly lectures, complete journal and response assignments, and also meet with professors O’Rourke, Fehrenbacher, and Bukvich. Limit of 15

(61656) Intr H404 (01) 1 cr., 3:30–4:30 p.m., Tues.: Prof. Mark Warner

Honors Vacation Reading: Questioning and Critiquing College. For many, college has become a taken for granted as the next step in the march toward adulthood. Yet as an institution, colleges and universities are rarely examined with a critical eye by students themselves. The goal of this seminar is to encourage students to step back and look at several aspects of college life, ranging from athletics to the so-called ‘freshman experience,’ both to understand how some major parts of college work as well as the problems that also are one part of the system. Building from the writings of others the expectation is that seminar participants will end up in a position to evaluate their own university experiences and perhaps begin to contribute to a dialogue on how to strengthen our university. Open to seniors, juniors, and sophomores.

Students who are interested in participating in Honors Vacation Reading should do two things. First, contact Mark Warner to let him know of your interest in participating in the course (this is done in part to try to keep tabs on enrollment). Second, begin reading at least the first two texts listed below, perhaps also making a point to take some notes on the reading. This will help to recall what you read as well as any reactions or questions that the reading may generate. The class will meet to discuss these works once a week during the spring 2008 semester. Enrollment limit 12 students.

Required texts:

Nathan, Rebekah, 2005. My Freshman Year: What a Professor Learned by Becoming a Student. Cornell University Press, Ithaca. The text is an ethnographic account of a college professor spending a year as a freshman at a large university. Nathan uses the experience to critique several widely-held assumptions about contemporary college life.


Duderstadt, James, 2003. Intercollegiate Athletics and the American University: A University President’s Perspective. The University of Michigan Press, Ann Arbor. Duderstadt is the former president of the University of Michigan, the book is an examination of intercollegiate athletics and the challenges faced by universities stemming from the explosive growth of athletic programs.


SPRING 2008

Upper Division Honors Seminars

(59697) Geography H404 (02) 3 cr., 12:30–1:20 p.m., MWF: Prof. Robert Goodrich

Honors The Geography of Conflict. A study in political geography. The seminar focus will be on areas of the globe that have recently experienced conflict and strife. Themes for discussion will include history, religion, poverty, famine, resource allocation, and the legacy of colonization. Geography provides a unique perspective in addressing these complex problems, with geographers often at the forefront of policy making in today’s world. This course affords enough flexibility to cover many areas of interest.
It is expected that as the course develops the class can decide to consider some lesser known regional conflicts and topics in greater detail. Enrollment limit 15.

(62159) History H401 (02)/(57564) AmSt H404 (01) 3 cr., 11-12:15, TR: Prof. Adam Sowards

**Honors Science and Nature in U.S. History.** This seminar focuses on the intersection of American environmental history and the history of science in the United States. How have Americans used science to understand and manipulate nature, and what have been the results? In what ways have environmental problems prompted scientific inquiries? How has science been used to ameliorate ecological abuses? How has it been used—knowingly or not—to perpetrate them? Exploring these questions and more will reveal how science and nature connect in U.S. history and culture, revealing influences in political, economic, and social worlds. Enrollment limit 15.
CALL FOR HONORS SEMINAR PROPOSALS
2008-2009

In order to meet the deadline for next year’s time
schedule, the Honors Program Committee seeks proposals
by Thursday, 1 November 2007, from faculty members
interested in offering one of several one to three-credit
honors program seminars during the 2008-2009 academic
year.

Seminars are usually offered at the 400 level to junior
and senior members of the University Honors Program.
However, the Honors Program Committee shall also
consider the possibility of offering one or two 200-level
seminars, and proposals should indicate the intended
course designation and preferred course level. In recent
years, one-credit seminars also have been a welcome
addition to the array of three-credit seminar offerings;
some of these one-credit courses have been taught
intensively once a week and completed by the midpoint
of the semester. Honors program students must complete
six upper-division honors course or seminar credits, of
the 27 credits required to earn an honors certificate at
graduation.

Seminar topics may be in any field, but should not require
specialized skills or intensive prior course work in any one
area. Topics must be suited to a discussion format, and
the seminar should require students to explore subjects
in substantial depth; course work may culminate, for
example, with students preparing a term paper and/or
project for presentation to the rest of the class. Seminars
have an enrollment limit of 15 students. Team-taught or
interdisciplinary seminars are welcomed, and have proven
especially popular with honors students. Seminars have
examined such topics as issues of regional conflict, energy
sources and policy, law as represented in literature and in
film, the United Nations, development and independence
in Africa, humans and technology in the age of the
cyborg, youth politics, Hollywood in the 1970s, the
occult in Western society from the 17th century to the
present, and science and nature in U.S. history.

The department or departments offering these seminars
will be provided $800 per credit hour to help offset
costs. Please note, however, that any funding allocated
in compensation to the instructor or direct support for
course materials shall be arranged between the instructor
and his or her department chair. If a seminar is team-
taught by faculty from different departments, the $800
per credit hour will be allocated as agreed upon by the
respective department chairs. Selection of courses will be
made by the Honors Program Committee, after evaluation
and comment by the Honors Student Advisory Board,
and will be based on both quality and the need for a
balanced menu of offerings.

Interested faculty members are asked to send a brief
course description (including probable readings, types
of assignments), proposed number of credits, intended
course designation and level, and preference for spring
or fall semester by e-mail to Stephan Flores, director of
the University Honors Program (honors@uidaho.edu).
A curriculum vitae is not required; however, past Honors
Student Advisory Board members have commented
upon how much they appreciate learning about a faculty
member’s range of experiences and expertise.

Approval by the appropriate departmental administrator(s)
in the form of a memo or letter accompanying the
proposal, including the department’s planned allocation
of funding, is required for each proposal before it can be
considered by the Honors Program Committee. Deadline
for receipt of proposals is Thursday, November 1, 2007.

Please direct questions regarding preparation of proposals
to Dr. Flores at 885-6147 (sflores@uidaho.edu; http://
www.uidaho.edu/honors_program), and see current and
past course offerings online:

http://www.uidaho.edu/honors_program/courseinfo.htm
UHP WRITING TOPICS AND GUIDELINES

Use the guidelines provided below to prepare an essay on ONE of these topics:

1. Judge the value or merit of a significant experience, achievement, relationship, risk you have taken, argument, or ethical dilemma you have faced and its impact on you.

2. Those with whom we share food are likely to be friends and family. Talk about a typical or everyday meal, or a special meal (excluding major holidays), that reveals something about the identities and relationships of people close to you.

3. Compose a short story using one of the following titles:
   a) That Can’t Be Right
   b) There’s Room for One More
   c) We’re Not in Kansas Anymore
   d) I’m All About That
   e) Create a title and a role for yourself in the story

4. What fictional character would you choose as your college roommate and why?

Guidelines and Advice

- One of the goals of this assignment is to represent your ability to compose writing that is thoughtful, clear, creative, and effective in explaining situations or experiences, and their outcomes. As you draft your composition, we suggest that you take the opportunity to explore the possibilities of your topic, and allow time for revision. It is helpful to express the primary problem or purpose that you want to examine, and to convey your understanding through specific examples and sound reasoning.

- Use your own paper and a typed, double-spaced format with one-inch margins on all four sides. The essay should be well-developed, and approximately two pages in length (about 500 words). As always, remember to proofread your essay.

- Type your name in the upper left-hand corner of each page.

- On the first page, double space down from the line containing your name, type your composition’s title and then double space again before beginning the body of your text.

Format Example:

Jean L. Finch
How Many Days?
Lights in the distance seemed to indicate that my journey . . .

- Stay within essay length limits. Staple the sheets together at the upper left-hand corner with this sheet on top, followed by your essay. Be sure to put your name on this sheet.

- For your convenience, a pre-addressed postage-paid envelope has been enclosed for returning your essay.

- Please return your essay by the date that appears at the top of these guidelines. Essays returned after the postmark deadline also will receive consideration.

- Essays received on or before December 15 will be evaluated for early consideration for potential University Honors Program scholarship or tuition waiver support; those received by January 15 will be considered for normal notification of potential funding. Strong applications for admission that are received after February 15 also are considered for scholarship or tuition waiver support, if funding is available.
No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics, which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully developed honors program.

- A fully developed Honors Program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.

- The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.

- The honors director should report to the chief academic officer of the institution.

- There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.

- The program requirements themselves should include a substantial portion of the participants’ undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%.

- The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.

- The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

- Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

- The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate décor.

- The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.

- The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicits their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

- There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.

- The Honors Program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to
be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the Honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.

- The fully developed Honors Program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.

- A fully developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.

- Fully developed two-year and four-year honors programs should have articulation agreements by which honors graduates from two-year colleges can be accepted into four-year honors programs when they meet previously agreed upon requirements.

- A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs. [March, 2004; November, 2007]

(Approved by the NCHC Executive Committee on March 4, 1994, and amended by the NCHC Board of Directors on November 23, 2007)