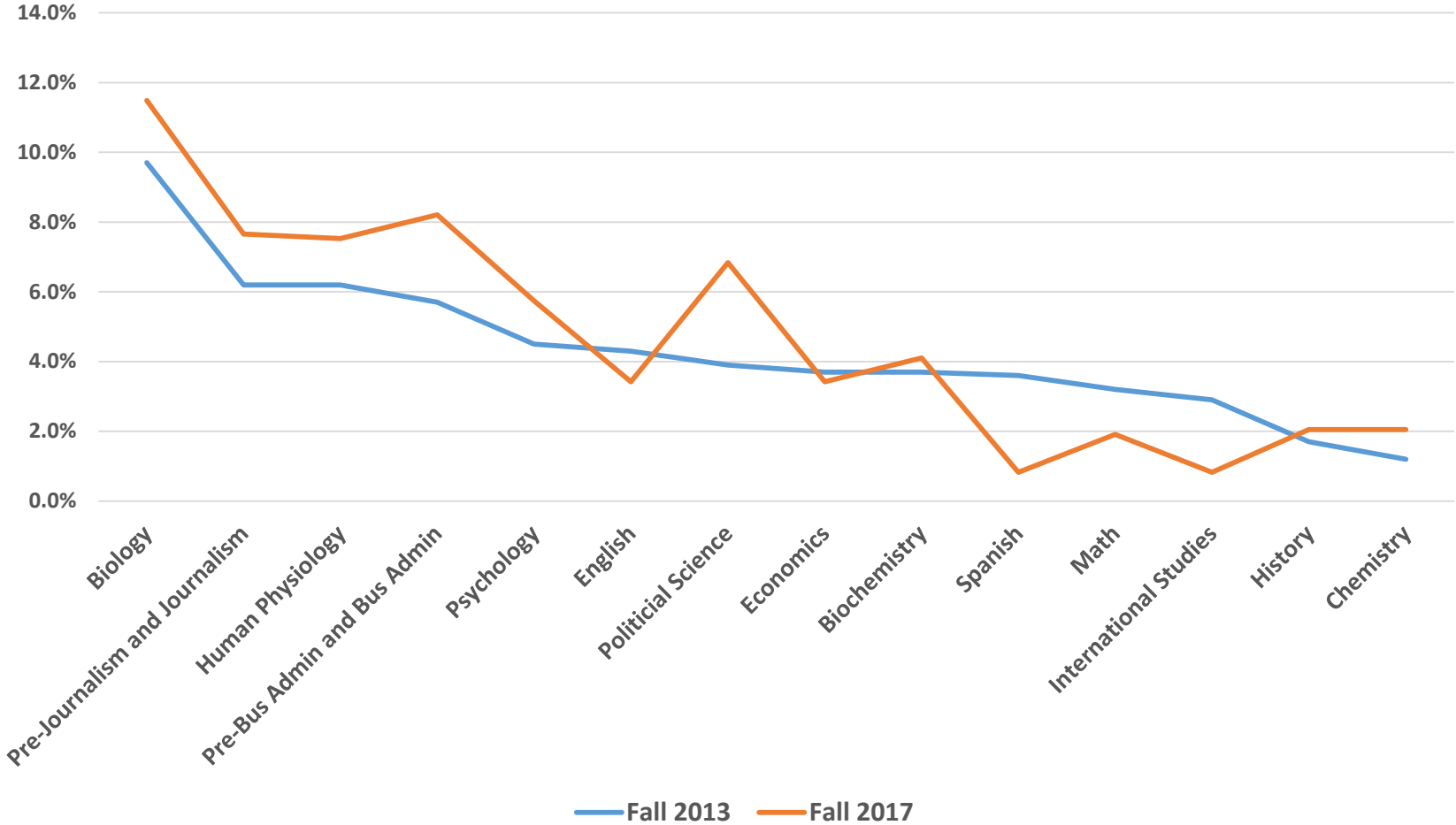
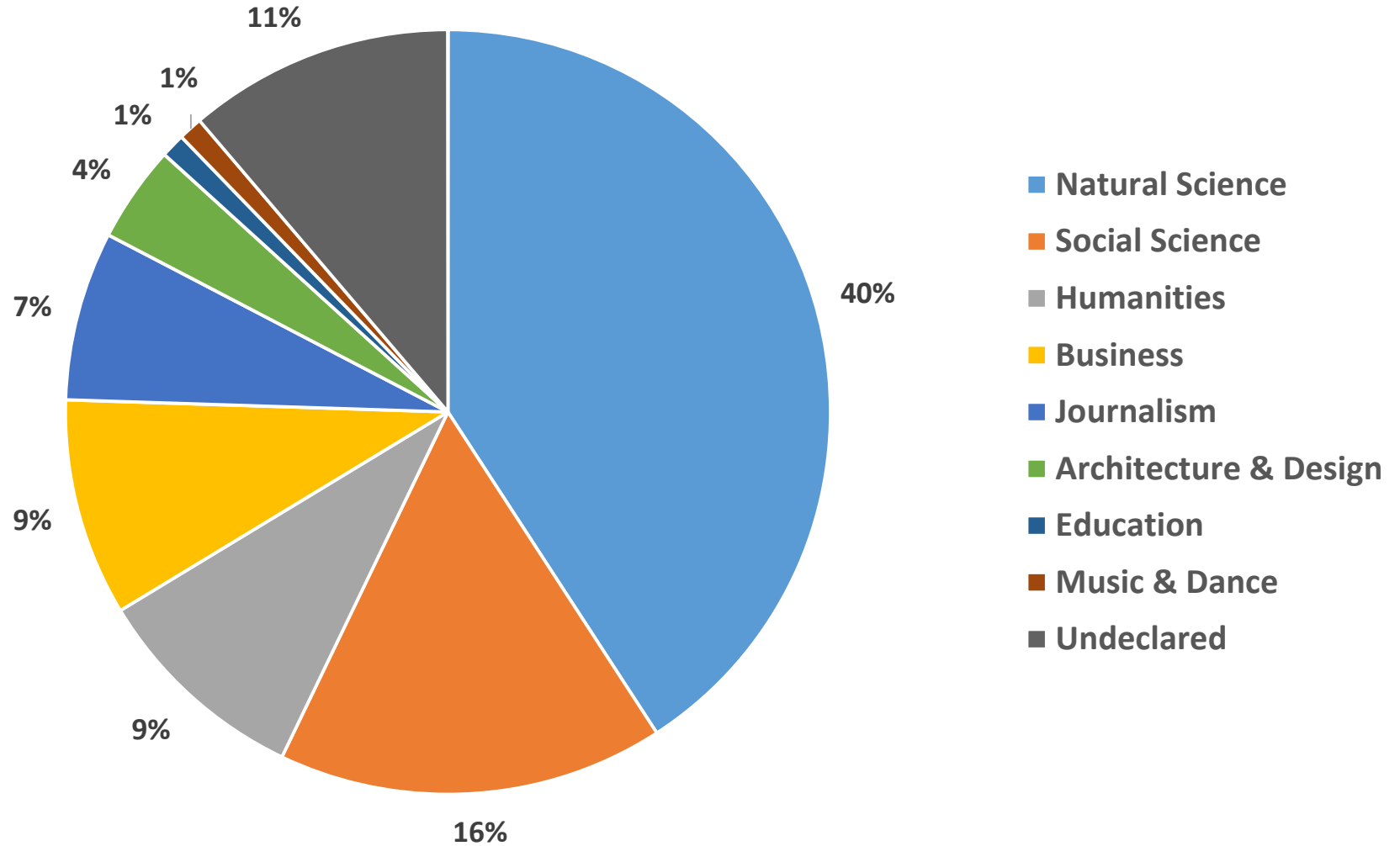


CHC Majors: Fall 2013 to Fall 2017

Top Majors (% of declared) - Fall 2013 and Fall 2017

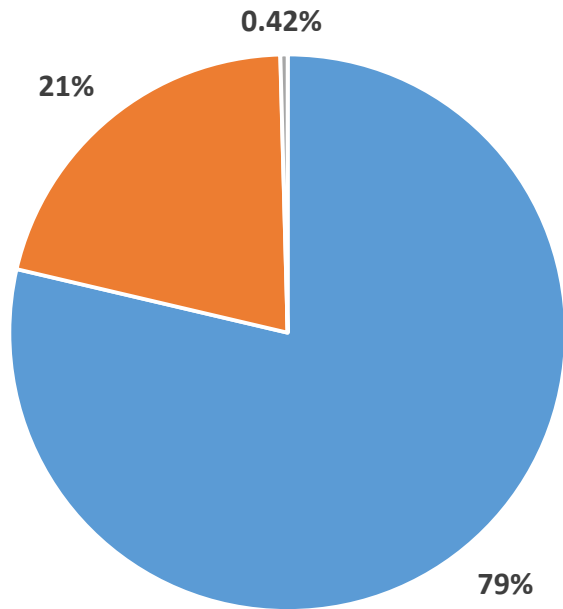


CHC Student Body – Majors Pursued (Fall 2017)



CHC Freshman Class

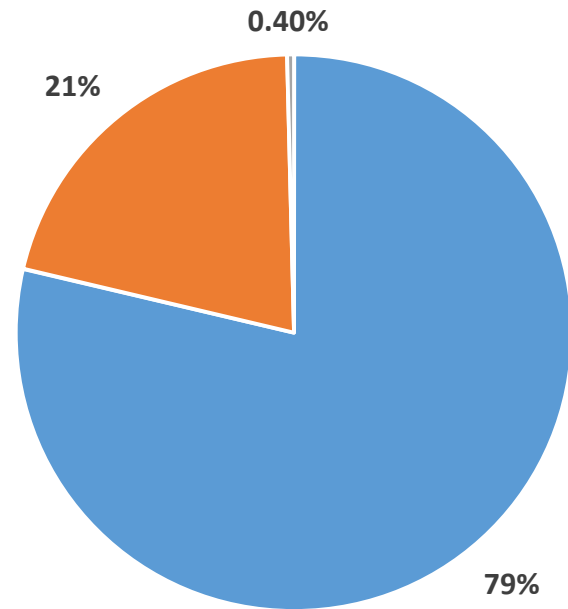
Fall 2013: 237 students



■ Resident ■ Non-Resident ■ International

Average GPA: 3.89
Average SAT: 1310

Fall 2017: 249 students



■ Resident ■ Non-Resident ■ International

Average GPA: 3.87
Average SAT: 1303 (1332 new SAT)

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Clark Honors College – Student Diversity

- Percentage who are Underrepresented Students
 - Fall 2013: 21.8%
 - **Fall 2017: 22.7%** (UO undergrads = 28.4%)
- Percentage who are First Generation
 - Fall 2013: 14.2%
 - **Fall 2017: 12.7%** (UO undergrads =24.2%)
- Percentage who are Pell eligible
 - Fall 2013: 18.0%
 - **Fall 2017: 15.7%** (UO undergrads = 24.8%)

CHC Resident Faculty & Disciplines – Fall 2017

Humanities Faculty	Social Science Faculty	Natural Science Faculty
6 tenure-related, 5 NTTF (postdoc, teaching OAs, NTTF)	8 tenure-related	2 tenure-related
Literature, Judaic Studies	History, Environmental Studies	Earth Science
Literature, English	History, African Studies	Biology
Rhetoric, English	History, China, Eurasia	
Literature, Comparative Literature	History, American	
Literature, Russian & Korean Studies	History, Architecture	
Forensics	History	

CHC Faculty Base Teaching Loads

- Tenure-related Humanities and Social Science faculty: 5 courses
- NTTF Humanities faculty: 6-7 courses
- Tenure-related Natural Science faculty: 3 courses

CHC Staff – Fall 2017

- Admissions – 3 staff, 2.5 FTE
- Development – 2 staff, 1.75 FTE
 - Development Officer shared with SSEM
- Finance and Operations – 4 staff, 2.1 FTE
- Student Services – 4 staff, 4.0 FTE
 - Communications Director shared with UO central comms
- Dean's Office – 4 staff
 - Dean, Associate Dean for Faculty, Assistant Dean
 - Executive Assistant

Challenges since September 2014

- Shift in affiliated faculty required to meet CHC instructional need
 - **Fewer** tenure-related faculty
 - **More** Pro Tem and other NTTF faculty
 - Old budget model funding mechanism and course buyout rates increased difficulty of securing enough TTF to teach
- Slow progress on curriculum modification
 - CHC science majors do not take science in the CHC
 - Unequal course requirements between Arts & Letters, Social Science and Science courses
- Differential tuition
 - Currently \$1,398 per term, \$4,194 per AY
 - “Financial” cited as one of the top three reasons students leave the CHC

Discussion points with Board

- The value proposition of the CHC
- Increasing faculty diversity
- Faculty in residence vs. residential faculty
- CHC faculty responses to proposed change
- Teaching Engagement Program and the CHC
- CHC and UO teaching excellence
- The honor of the honors college
- Attracting new and more students
- Accommodating new and more students
- Differential tuition

November 28, 2017

TO: Jayanth Banavar
Provost and Senior Vice President

FROM: Karen J. Ford *Karen J. Ford*
Interim Dean, Clark Honors College

SUBJECT: Clark Honors College Structure

I write in response to your request in August that I offer my thoughts on developing a new structural model for the Clark Honors College (CHC). I've spent these fall months reading a variety of reports and recommendations about the CHC, looking at information on websites of other honors colleges across the country, consulting with numerous thoughtful and knowledgeable people, and, most of all, working among the faculty, staff, and students who make the CHC what it is today.

First Principles

As a starting point, I wanted to suggest models that support the President's mandate for the entire university to focus on excellence, access, and experience. In this context, how could new models strengthen what's best about the CHC and support improvements that enhance faculty scholarship, provide access for more students, and improve the student experience? Any change to the CHC structure should strive to serve students better, provide opportunities for more students to access the CHC, and give our best faculty and students the opportunity to work together in an innovative, interdisciplinary teaching community where teaching supports the faculty's scholarly agendas. These principles have led to the following specific goals:

What I would want to achieve through new models:

- A better balance of majors and faculty expertise
- The ability to scale up the model to serve more students
- An opportunity for more UO faculty to contribute to the CHC and for CHC faculty to work in their disciplines and work with graduate students in order to support their research
- A relationship between the CHC and campus that avoids insularity and encourages shared standards and values.

What I would want to preserve and improve:

- The CHC student cohort model (flexible enough to allow other high-performing UO students access to courses)
- The supportive community of teaching, advising, and mentoring
- Excellent research and teaching with research opportunities for students
- The ability to address student interests both in the curriculum and through the makeup of the faculty.

Clark Honors College Today

The CHC offers students a small, liberal arts education situated within a large, research university. CHC students enjoy an intimate, interdisciplinary learning environment and a number of special privileges, while the large university offers them research facilities, faculty, and resources that a small college could not provide.

The honors college is functioning well in many respects. The 800-some students in the CHC improve overall UO metrics; they enter with high GPAs, win awards and scholarships, and graduate in a timely manner. The students are strong, and they're receiving a good education, evidenced by their awards and accomplishments and their teaching evaluation comments.

At a personal level, as an incoming Interim Dean, I was struck by how fortunate students are to be in CHC during Week of Welcome (WOW), at events like the New Student Orientation, where faculty welcomed and oriented the new class, and the Common Reading session, where students and faculty discussed the year's selection, *The Round House*. The quality of the discussions, the cordiality of the interactions, and the eagerness of many of the faculty and staff to help students in their transition to UO were very moving. I wished that all incoming students at the University of Oregon could be welcomed with the same level of support and encouragement and with a comparable focus on academics during WOW.

However, there is room for change and improvement. Applications were up 40% last year and appear to be keeping pace with that level this year, but we cannot always recruit and retain these excellent students. We think the sharp increase in applications is a result of being ranked as one of the top ten public honors colleges by Public University Honors beginning in 2015, but we need to be able to recruit top students into a curriculum and academic environment where they want to complete their degrees. The added cost of differential tuition (at \$4,100 a year, the highest public university honors college fees in the country) and the rigorous academic demands of the CHC (researching and writing a thesis, second-language proficiency for a majority of the students) may factor into student decisions to complete their degrees outside the CHC at the UO—despite strong advising in the college and a dedicated curriculum to guide students through the thesis process. Since the college began tracking why students leave the CHC, “financial” has always been in the top three reasons; two years ago it moved to the number-one position. Too, we have heard anecdotally that faculty outside the CHC sometimes advise students to leave the CHC. There are many reasons why that could be sensible advice, but it may not be well enough understood why it is also sensible to encourage students to remain in the CHC. A new model in which the whole UO embraced the CHC and contributed to its mission might encourage a shared understanding across campus of the value of remaining in the CHC, even when doing so costs more and requires more work. In turn, such a structure would allow the CHC to benefit from and respond productively to critiques expressed by some faculty (about student expectations, academic standards, the thesis research process). Reducing differential tuition would surely improve recruitment of students to the honors college, but those we recruit must feel that the costs of an honors college education—both the financial expense and academic demands—are balanced by the value of the distinctive educational experience they receive there.

A new structural model could make it possible to scale up the CHC and improve overall UO student metrics, but we don't currently have the student interest to increase enrollments even if we can increase the size of the faculty.

Clark Honors College Tomorrow

The most important reason to consider new ways to staff the CHC is to serve student needs. 40% of our “first” majors in F17 are in the natural sciences (this does not reflect second, third, or fourth majors or minors). Right now, our top majors are Biology, Journalism and Communication, Human Physiology, Pre-Business and Business Administration, Political Science, Psychology, Biochemistry, Economics, English, Math, and Chemistry. This year we have 21 core faculty (of all classification and ranks): 10 in Arts and Literature, 8 in Social Sciences, 2 in Natural Sciences, and 1 in Forensics. All of the Arts and Literature faculty are in literary studies; all the Social Sciences faculty are in History; and the Natural Sciences faculty are in Biology and Earth Sciences. About a third of these colleagues are affiliated with more than one department or program, and most have diverse and interdisciplinary expertise.

Indeed, the CHC offers a liberal arts education, so all core faculty teach in this interdisciplinary context. It’s therefore not necessary for each faculty area of expertise to match the student majors precisely, but the large mismatch between student and faculty interest raises problems regarding advising, undergraduate research opportunities, professional advising, teaching specialized classes to fit student needs, and more. Simply put, there should be more CHC faculty in the Natural Sciences and more disciplinary variety within Arts and Letters and Social Sciences, not just for teaching courses but also for greater diversity in expertise, advising, mentoring, and in the core faculty itself.

If our goals are to preserve the sense of community and the residential ethos of the CHC, maintain continuity in the educational and advising experience of our current students, respond to student interest through the curriculum and through faculty staffing, allow all UO TTF to work with graduate students and thus align their teaching and research in generative ways, and, eventually, to increase the size of the CHC student population, we might accomplish this through several approaches. This list below is not exhaustive but highlights two models and variations on them that have been received with positive interest by various parties across campus and by the CHC Advisory Board:

Model 1: Reconfigure the Residential Faculty: Model 1 would largely retain the present residential faculty structure but couple recent and upcoming retirements and departures with an offer to current CHC faculty to move into a disciplinary tenure home (with access to future CHC teaching as affiliated faculty). This would open up lines in CHC, allowing UO to appoint colleagues in a variety of fields as core faculty in the CHC as early as next fall. This preserves the current residential structural model, while allowing UO to draw on existing faculty from across campus at moments of change (e.g. faculty retirements, resignations, or transfers) to change the composition of the CHC. This also avoids launching searches for new positions, which may sometimes save significant cost to the university.

Model 2: Faculty-in-Residence rather than Residential Faculty: Model 2 preserves the residential community of the CHC but through long-term and intermediate-term core faculty. Long-term faculty-in-residence would have eight-year (or perhaps six-year) MOUs, renewable as long as they are meeting college standards in teaching, research, and service; intermediate-term faculty-in-residence would have four-year (or perhaps three-year) MOUs, also renewable. (The length of the long- and intermediate-term MOUs should be discussed more broadly; I have heard good arguments for both 4/8 and 3/6 arrangements.) All faculty-in-residence would perform some teaching in their disciplinary unit(s). This model could be implemented through

- a. gradual change (as residential faculty leave, they would be replaced by long- or medium-term faculty on MOUs);

- b. more wholesale change (all current CHC TTF would be moved to tenure homes in their disciplines at the same time that faculty-in-residence are appointed to the CHC for long or intermediate renewable terms); or
- c. a staggered implementation that shifts from tenure lines in the CHC to MOUs over a multi-year period. (The advantage of staggered implementation is that the MOUs would begin and end on different time lines, allowing for continuity and flexibility as faculty move in and out of the CHC.)

If many of the current CHC residential faculty became the faculty-in-residence, educating, advising, and mentoring students need not be interrupted.

In either of these models, continuing CHC faculty would have to be protected from undue demands on their time and expertise necessitated by orienting and training new faculty in the honors college curriculum, pedagogy, and advising practices. A transition team consisting of the Director of Advising, the Associate and Assistant Deans, and a group of current faculty, charged with training newer faculty and compensated for this work, could smooth the shift to a new model without disproportionately burdening current CHC colleagues. If we shift to a more permeable staffing model, we would need an ongoing training mechanism in any case.

Under both models, affiliated faculty who propose to teach a course or two in the CHC will continue to enrich and expand curricular offerings in any structure, though we should consider how more science instruction can be provided under any model.

Despite the fact that many strong honors colleges and programs operate without a core faculty (drawing on excellent teachers from all over their universities), I haven't considered such models because working in the Clark Honors College has convinced me that one of the distinctions of our honors college is an academic community created by core faculty deeply invested in a cohort of students over the course of those students' academic careers. That said, it's important to preserve what's distinctively valuable about the CHC without projecting elitism or isolating the CHC from the rest of campus.

Budget

Until now, the UO's method of funding and operating an honors college (an RCM budget model and a resident faculty) puts a very large, ongoing, and required instructional expense in one RCM unit. At Michigan State, in contrast, the honors college uses faculty from the 17 different schools and colleges, spreading costs over many budget units (and also receives central funding from the Provost's office). In the recent UO budget model, the CHC has not generated enough SCH revenue with its small classes to cover the cost of offering them. In fact, that budget model has provided a substantial disincentive to offering classes. We have seen this not just in CHC budgeting but in the reluctance of some units to allow their faculty to teach in the CHC.

With the launching of a new budget model that changes how faculty are assigned, we could increase CHC student numbers, address student interest through faculty appointments, offer more science classes, and do this without an increase in the budget. If all colleges at the UO contributed teachers to the CHC—teachers drawn from the TTF, NTTF, postdoc, and perhaps even graduate student ranks—the CHC could (a) offer a greater range of expertise by tapping the talents of the most gifted teachers on campus and (b) provide valuable interdisciplinary liberal arts teaching experience for teachers-in-training among the postdocs and GEs, and (c) extend a welcome challenge and change in teaching to gifted NTTF instructors.

Inviting accomplished NTT colleagues and postdocs to teach in areas of need in the CHC could bring in strong teachers at a lower cost than hiring more TTF in those fields. All CHC faculty should be screened and selected by a faculty academic advisory panel to assure high-quality teaching. If a new model relies on such a UO “embrace” of the CHC, this will shift the financial burden from the CHC to the Provost, with significant costs passed to other schools and colleges. But this is where the efficiencies and the potential for growth lie as well. A provost-mandated teaching FTE per college to the CHC would provide ample staffing for the CHC from a variety of ranks (offering varying levels of expense) and might allow us to reduce differential tuition, one of the major causes of low admissions acceptances and high attrition rates of CHC students out to the UO. Here is a rare instance where efficiency meets excellence, though we would have to address the reluctance of some faculty and unit heads in the wider UO to dedicate their teaching resources to another college (it has, historically, been difficult to make teaching arrangements between the CHC and other UO units, but a changing budget model may make it easier).

If we envision the UO and the CHC five years from now, what will the difference be? How will students benefit? How might a restructured CHC draw more students? How would the UO-at-large benefit from an expanded Clark Honors College? And, behind all this, what does the UO want from the Clark Honors College? These are the questions that must drive our decisions about the CHC.