Honors College Self-Study

2011
Introduction: The Self-Study Process

A committee of five people (3 university faculty members, one Honors Program alumnus, and a current Honors student) were appointed in December of 2010 and convened in January 2011 to begin the self-study process. See Appendix A for a list of the committee members. Dr. Al Maisto of the Honors College provided the following reference materials to the committee: the Honors College founding documents; Honors Council governing documents; the Honors College organizational chart; resumes of Honors College staff and a list of faculty who have taught Honors courses; Strategic Plans for the Honors College and University Honors Program (2010-2015); annual reports from 2009-2010; a brief history of honors at UNC Charlotte; growth, distribution, retention and graduation demographics; information on National Best Practice in honors programming; and additional readings about the recent activities of honors students at UNC Charlotte.

The Review Committee chose to take a primarily “bottom-up” approach to the review process, focusing our efforts most heavily on collecting data from faculty and students at UNC Charlotte regarding their experience with and awareness of Honors programming. Members of the Review Committee also conducted interviews with the Provost, the Associate Provost for Academic Services, the Honors College staff, the Associate Dean of the Honors College, and the Academic Services leadership team. We consulted with members of the University Honors Council. In addition, we conducted extensive surveys of the university faculty (tenure- and non-tenure-track) and of current honors and high-achieving undergraduate students. The results of these surveys are summarized in the body
of this report, and given in greater detail in Appendices B and C. We are also grateful for information gleaned from informal discussions with colleagues, departmental honors coordinators, and staff of the Levine Scholars program.
The first formal honors programs were established at UNC Charlotte in 1968. These were discipline-based programs in the departments of Chemistry, Foreign Languages, Political Science, and History. These departments independently directed their own honors programming until 1980, when the Faculty Council appointed an ad-hoc committee for the study and planning of honors programs across the university. In 1981, guidelines and policies for honors programs were approved by the Faculty Council, and the University Honors Council was established as a standing committee of Faculty Council.

Interdisciplinary Honors was established in 1983 as a unit within the division of Academic Affairs. Dr. Denise Park, Associate Professor of Psychology, served as the first program coordinator.

In 1991, the name of the Interdisciplinary Honors Program was changed to the University Honors Program. The director of the University Honors Program at that time was Dr. Fowler Bush, Professor of Chemistry. In 1992, Vice Chancellor Philip Dubois administratively moved the University Honors Program to the College of Arts and Sciences and appointed Dr. Al Maisto, Professor of Psychology, as Director of the University Honors Program. The University Honors Program was relocated from Maple Hall to Macy Hall in 1993.
The Honors College was established in 2003 within the College of Arts and Science. Dr. Maisto was appointed as Associate Dean for the Honors College, and Ms. Connie Rothwell was appointed as Director of the University Honors Program. With this change in administrative structure, the Honors College began to oversee a wide array of programs, including the University Honors Program, all discipline-based departmental honors programs (all in the College of Liberal Arts and Sciences at that time), the Business Honors Program, the Teaching Fellows program, the Scholarship for Merit program, the Honors in Residence program, Honors Education Abroad, and some interdisciplinary honor societies.

Pre-Health Advising was established in the Honors College in 2004, and Dr. Liz Hanie was hired as the pre-health advisor. The Honors College was relocated in 2004 from Macy Hall to Cato Hall.

In 2005, the Honors College was administratively moved from the College of Arts and Sciences to the Office of the Provost, and in 2006 the Honors College began reporting directly to the Associate Provost for Academic Services.

The Honors College relocated from Cato Hall to the Bonnie E. Cone University Center in 2010. Today, the Honors College serves the University Honors Program, 4 College honors programs (Arts + Architecture, Business, Computing & Informatics, and Education) and 18 departmental honors programs (17 in Liberal Arts & Sciences; 1 in Health & Human Services). It coordinates events with the NC Teaching Fellows (Education) and the Levine Scholars Program. Other key functions of the Honors College include coordinating the Scholarship for Merit
Program, promoting post-graduate national merit scholarships, and administering pre-health advising.

II. Students

Enrollment in the Interdisciplinary Honors/University Honors program has grown from 31 students in 1983 to 278 students in 2010. Since the beginning of the Honors College in 2003, the total number of students enrolled in University Honors and Departmental Honors programming has grown from 438 to 532. The inclusion of Pre-Health Advising in the Honors College brought the total number of students served by the Honors College to 691 in 2005, and this number has grown to almost 2000 students in 2010 (see Figure 1 below).

Figure 1. Growth in the number of students served by the Honors College
While the absolute numbers of students served by the Honors College have grown dramatically, it also must be noted that the University itself has grown at an even more rapid pace during the same time period. Figure 2 presents the growth in honors programming as a percentage of the total undergraduate population. This graph shows that the percentage of students served by University Honors has remained steady at about 1.5% of the total undergraduate population since around 1989, and that departmental honors programs have served an additional 1.5%, slightly declining between 2002 and 2010. Pre-Health Advising has shown dramatic growth between 2004 and 2010, currently serving approximately 7% of our undergraduate students.

![Figure 2. Growth in number of students served by the Honors College as a percentage of the total undergraduate population. The number of honor students shown for 1989 and 1990 are estimates.](image)

The largest number of undergraduate students participating in Honors Programs comes from the College of Liberal Arts and Sciences, as seen in Figure 3.
Overall, approximately 2.9% of the undergraduate population at UNC Charlotte is involved in University Honors, a college honors program, or a departmental honors program, as of the Spring 2010 term.

III. Trends in Honors Colleges in the United States

The National Collegiate Honors Council Executive Committee approved the following standards for a “fully developed Honors College” as of June, 2005, and revised them in 2010:

- A fully developed Honors college should incorporate the relevant characteristics of a fully developed Honors program. No one model of an Honors program can be superimposed on all types of institutions. However, there are
characteristics that 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. (Approved by the NCHC Executive Committee in 1994 and amended in 2007 and 2010):

- The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

- The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

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

- The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

- The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

- The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

- The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

- The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

- The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for
honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

- The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

- Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

- Honors students receive honors-related academic advising from qualified faculty and/or staff.

- The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

- The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

- The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

- When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

- The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

- The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
• The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.
• The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
• The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
• The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
• The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
• The curriculum of the honors college offers significant course opportunities across all four years of study.
• The curriculum of the honors college constitutes at least 20% of a student’s degree program. The honors college requires an honors thesis or honors capstone project.
• Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
• The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student’s final transcript, or other similar actions.
• Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.

During the spring and summer of 2004, the NCHC Ad Hoc Task Force on Honors Colleges constructed a survey and distributed it to 68 self-identified honors colleges affiliated with the NCHC. They received replies from 35 of these colleges. Of these, 11 had undergraduate student populations of under 10,000; another 9 had populations between 10,000 and 19,999; 9 had populations between 20,000 and 30,000, and 6 had populations of over 30,000 undergraduates. The number of students served by these programs ranged from 150 to 2700, with incoming freshman classes ranging from under 100 to 700. Unfortunately, data were not presented in the NCHC report tying program size to university size, so it is
impossible to estimate where UNC Charlotte falls in terms of the percentage of students served by its Honors programs. Given the data presented, about 57% of the Honors Colleges in the survey represented universities smaller than ours, and about 29% served fewer students than our programs. We are, then, a relatively small program, at least among the sample studied.

IV. Academic Structure of the Honors College

The academic “home” of the Honors College is the office of the Provost, and the Associate Dean for the Honors College reports directly to Dr. Cynthia Wolf Johnson, Associate Provost for Academic Services. Three staff members report to the Associate Dean for the Honors College, as shown in Figure 4:
Administrators and staff agree that the administrative status of the Honors College has been of benefit to all concerned. Although the NCHC recommends that an Honors College “exist as an equal collegiate unit within a multi-collegiate university structure,” headed by “a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans,” the 2004 NCHC Survey of Honors Colleges revealed that a minority of Honors Colleges
actually functioned as free-standing colleges, with the majority operating as some sort of “centralized overlay structure of university undergraduate programs.” By operating out of Academic Services, the Honors College at UNC Charlotte has the advantage of not having to directly compete with other colleges for resources. Its standing in Academic Services also reinforces the Honors College’s nature as an interdisciplinary unit, and emphasizes Academic Services’ role in strengthening retention and student success, not just for “at risk” students, but for the most gifted students as well. The academic reporting structure, thus, has benefits for all parties.

Within the Honors College, it is clear that the staff functions very effectively as a team, and Dr. Maisto has been an effective team leader. The resources of the team, however, have been stretched to the limits by recent growth in student programming. The administrative assistant and graduate assistant are nearly overwhelmed at registration time, assisting Honors students to register for the classes that they need. One advisor, Dr. Elizabeth Hanie, currently serves 1,455 students who are planning post-undergraduate training in a health care field. Because of the number of students that she serves, Dr. Hanie has had to cut back on some of the services that were initially provided during the first years of the Pre-Health Advising program. Much advising work is now handled in groups or by email rather than one-on-one meetings, and the preparation of “committee letters” for pre-medical students has been cut back to only those programs that absolutely require such letters. In the past, “optional” committee letters represented a plus for our students, and Dr. Hanie fears that acceptance rates into programs such as physical therapy or physician assistant may drop as this plus is removed.
V. Mission, Strategic Plans and Goals of the Honors College

The mission and goals of the Honors College, as listed in the 2010-2015 Strategic Plan, are as follows:

The UNC Charlotte Honors College offers academically talented, enthusiastic, motivated students many of the personal and intellectual advantages of a small liberal arts college within the diversity of a large university. The emphasis is on seminars, intensive reading, writing, research and discussion in which reasoned self-expression and critical thinking are valued and rewarded.

1. To promote the growth and development of discipline-based honors programs in academic departments and colleges
2. To attract, retain, and graduate honors students in a timely fashion
3. To increase opportunities for undergraduate research
4. To coordinate the Freshman Scholarship for Merit Program and the Levine Scholarship Program with Honors College Programs and enrichment opportunities
5. To promote and coordinate applications for graduate national merit scholarships
6. To increase external funding for honors scholarships and programs
7. To enhance the pre-health advising program

The Honors College has included within its goals for 2010-2015 the following specific items: increasing the number of departments with honors programs, exploring the establishment of honors programs in the Colleges of Engineering and Health and Human Services, and encouraging departments with existing honors programs to increase the number of students served by these programs. In addition, the Honors College goals include increased recruitment of qualified students into University Honors, college, and departmental honors programs, and increased opportunities for undergraduate research and graduate scholarships. Enhancing the pre-health advising program, and increasing external funding for Honors College programs and student scholarships, are additional goals for the 2010-2015 period.
VI. Current retention and graduation data

Data show clearly that honors students at UNC Charlotte are doing well relative to undergraduates as a whole and also to high-achieving students who choose not to join an honors program. There is clearly “value added” from participating in the University Honors Program. Figure 5 shows the retention of full-time freshmen from first to second year for the University Honors Program, honors qualified students and all students from 2004 to 2009. Although good students are always retained at a higher rate, Honors students are retained at the highest rates.

Figure 5. **All students** = All full-time freshmen (N ranged from 2056-2397). **Honors students** = All full-time freshmen students admitted to the University Honors Program (N ranged from 58-87). **Honors Qualified** = All full-time freshmen who would qualify for admittance to the University Honors Program based on a HS rank of 12% or better and an SAT V+M of 1100 or better. (N ranged from 147-197)
In addition, Figure 6 shows the four-year graduation rates for University Honors students as compared to students across the university. Again, the “value added” component of the Honors program is clear:

Figure 6. Four-year graduation rate for full-time entering freshmen for University Honors students, Honors-qualified students, and all students. **Honors students**=All full-time freshmen students admitted to the University Honors Program. **Honors Qualified**=All full-time freshmen who would qualify for admittance to the University Honors Program based on a HS rank of 12% or better and an SAT V+M of 1100 or better.

VII. Student Survey Data: Why Do Students Join an Honors Program?

In the spring of 2011, 8214 undergraduate students with cumulative gpas of 3.0 or better were identified by Institutional Research, and 3000 were randomly selected to receive a link to a student survey. 474 students (16%) responded to the survey. The major results are highlighted below.
• Only 51 of these high-achieving students (10.76%) had taken an honors course while at UNC Charlotte. Of these, 42 had taken a University Honors course, 24 had taken an honors course within their major, and 10 had taken a departmental course outside of their major. 109 (23.4%) of the responding students planned to take an honors course in the future.

• 37 (7.8%) of the responding students were currently enrolled in the University Honors program. 38 (8%) were enrolled in a departmental or college honors program. There is some overlap between these two programs. 87.6% of the respondents were not currently enrolled in any honors program at UNC Charlotte.

• Of those who were not currently enrolled in the University Honors program, the following reasons were cited for not enrolling:
  o Not aware of the University Honors Program 60.7%
  o Did not have flexibility in schedule to add honors 18.2%
  o Did not hear about program until it was too late 16.9%
  o Considered honors programs to be too much work 8.1%
  o Did not believe themselves eligible for the program 5.5%
  o Other 15.7%

• Of those who were not currently enrolled in a departmental/college honors program, the following reasons were cited for not enrolling:
  o Unaware of department/college program 71.2%
  o Not enough flexibility in schedule to add honors 14.4%
  o Department/college does not have a program 7.9%
  o Considered honors programs to be too much work 7.7%
  o Did not believe themselves to be eligible 4.9%
  o Other 10%

• 91 (19.2%) of the responding students recalled having been invited to join University Honors. 49% of these had been invited before coming to campus, and 51% had been invited after coming to campus.

• 61 (12.9%) of the responding students recalled having been invited to join a departmental or college honors program.

When asked about the biggest advantage of being a part of an honors program, responding students indicated the following:

• Support from peers
• Job opportunities/resume builder
• Being more connected with faculty
• Early registration
• Challenging courses
• Community service
• Networking
• Preparation for graduate school
• Bond between honors students
• Smaller class sizes
When asked about the biggest disadvantage of being a part of an honors program, responses included the following:

- “Graduating and finding out that employers seriously don’t care about GPA and honors programs”
- A lot of extra work
- Decrease in available free time
- Schedule conflicts with my work
- Stress

When high-achieving students were asked to rate the importance of the following experiences (1=unimportant, 5=very important) in terms of achieving their life goals, the following responses were received:

- Getting the highest grades possible, mean = 4.67
- Participating in research in my chosen field=4.11
- Getting to know faculty members well=4.06
- Interacting with other high-achieving students=3.97
- Taking courses that challenge me, even if I may not get an A=3.94
- Completing my degree requirements in the shortest time possible=3.86
- Having the designation "honors" on my diploma and transcript=3.83
- Participating in community service projects=3.75
- Taking courses outside of my major to "broaden my horizons"=3.66
- Participating in cultural activities on and off-campus=3.45

However, there were significant differences in attitudes reported by high-achieving non-honors students, University Honors students, and students enrolled in departmental/college honors programs. These differences, shown in Figure 7, could be important for the future marketing of honors programming:
Current University Honors students rated the following goals as more important than students in departmental/college honors programs: intellectual challenges, broadening horizons, community service opportunities, and exposure to cultural activities. Students who were active in departmental/college honors programs were more interested in research opportunities and getting to know faculty members better. They were also more motivated to obtain the highest grades possible and to have the designation of “honors” on their transcripts for future employers and graduate schools to see.

High-achieving students who were not active in any honors program were more concerned with time to degree than other groups, and less interested in general in other potential benefits of honors programs. This suggests that we need to market our honors programming somewhat differently, convincing students that employers do care about honors work, and promoting the fact that students in
honors programs do not necessarily take longer to get their degrees (and in fact are more likely to graduate in four years, according to our data).

VIII. Faculty Survey Data: Why Do Faculty Participate in Honors Programs?

In the spring of 2011, all full-time and part-time faculty at UNC Charlotte (a total of 1436 people) received a link to an online survey. 237 faculty members responded to the survey, a response rate of 16.5%. The majority of respondents (53%) were from the College of Liberal Arts and Sciences, with 13% coming from the College of Education. Other colleges represented included Engineering, Health and Human Services, Arts and Architecture, the Belk College of Business, Computing and Informatics, and the Honors College. Major findings are summarized below:

- 44 (19%) of these faculty members had taught an honors course at UNC Charlotte. Of these, 12 had taught a University Honors course, and 32 had taught an honors course within their home department or college.
- Of the 44 faculty members who had taught an honors course, 16 were full professors, 13 were associate professors and 11 were lecturers or adjuncts. Only 4 were assistant professors.
- 39 (16%) of the responding faculty planned to teach an honors course in the future.
- 35% had chaired an undergraduate honors thesis or project. Many of these had chaired more than one, and several had chaired 20 or more theses. 40% had been a member of an undergraduate honors thesis or project committee.
- When asked about the advantages of teaching an honors course, most faculty commented on the interaction with high ability students and the opportunity to expand course materials and teach smaller classes.
- When asked about the disadvantages of teaching an honors course, several faculty commented on the preparation time and the difficulty of fitting such courses into their schedules. Another common theme was typified by this comment: “I am on tenure track. I am not sure how teaching an honors course would be viewed by review committees. It would be reassuring to know this would be viewed positively. Teaching outside one’s department would take time away from other work toward one’s tenure portfolio.”
- Almost all faculty listed “working with talented students” as the main advantage of chairing an honors thesis committee. Time commitment was most frequently listed as the main disadvantage.
- 27% of the faculty disagreed or strongly disagreed with the statement “My department chair would reward me for teaching honors courses. Only 23% agreed and 4% strongly agreed.
• However, only 24% agreed or strongly agreed that teaching an honors course would cut into their research time too much.
• 67% agreed or strongly agreed that high achieving students need special challenges such as segregated honors courses to help them achieve their potential. Only 22% agreed or strongly agreed that high-achieving students needed to be scattered throughout non-honors courses rather than segregated into honors courses.
• 47% agreed or strongly agreed that “my department doesn’t have the resources to offer small honors courses.”
• Only 24% agreed that their departments would release them from teaching one of their regular courses in order to teach a University Honors course.
• 40% of respondents agreed or strongly agreed that they would know who to contact if they were interested in teaching an honors course. Only 16%, however, reported ever having been approached about the possibility of teaching an honors course.

These results strongly suggest that faculty do “buy into” the philosophy of offering honors programming for high achieving students, and that they see benefits to interacting with such students in the classroom and in the laboratory. However, it is also clear that many faculty are unaware of how to get involved in honors teaching, or uninformed about the nature of honors programming available to their students. Many were uncertain of how highly honors teaching and honors mentoring was valued by their department or college, and need reassurance that such activities would count positively towards promotion and tenure.
PART TWO

RECOMMENDATIONS FROM THE SELF-STUDY COMMITTEE

Several facts should be clear from the preceding discussion. First and foremost, the Honors College staff is currently functioning as a very effective team, and is delivering great value to the students who take advantage of its services. Its administrative structure is sound. Further, the Honors College recognizes that growth is desirable, allowing greater numbers of students to take advantage of honors programming across a wider array of departments and colleges. Current resource levels, however, are barely adequate to maintain current programs, given the growth that has already occurred. Therefore, we believe that before the Honors College can grow substantially in the number of students that it serves, it must increase the number of faculty involved in the program, it must increase its staff support with at least one new position, and it must examine changes in the structure of honors programming that would better allow for growth.

I. Grow the faculty.

Before contemplating increases in the number of students served by honors programs, the Honors College must take steps to increase the number of faculty participating in honors education. It is especially critical to involve more tenured faculty at the Associate Professor level in Honors teaching, but we believe that it is not unreasonable to encourage increased participation of Assistant Professors as well. Part of this initiative must involve convincing the faculty that honors teaching
is valued by their chairs and deans. But we must also be aware of real pressures involving faculty workload and departmental and college resources.

Some rethinking of programming at the University Honors and departmental and college levels may be required in order to involve more faculty members in honors teaching. If departments cannot afford to “give up” faculty to teach interdisciplinary courses, then perhaps existing departmental courses can be retooled to serve honors program needs. For example, if a department routinely offers several sections of a particular course each semester, perhaps one of those sections could be designated as an honors section that could serve departmental and University Honors program requirements. Faculty members could teach these courses as part of their regular workload. Rather than being viewed as “extra workload,” then, teaching an honors course could become a reward for faculty at any level, including assistant professors. Another possibility is the creation of an honors section within a larger section serving the general student population. Students enrolled in the “honors section” would receive additional assignments and projects. Honors faculty may also choose to offer special discussion meetings or seminars for students enrolled in the honors section. The “honors section within a larger section” approach was implemented in the Belk College of Business for the academic year 2008-09. Although anecdotal evidence suggests mixed student reactions to honors sections residing within larger general sections, student input was sufficiently positive to warrant additional consideration of the approach.
II. Grow the staff.

The Honors College staff has dealt with significant growth in the population of students that they serve. They are currently being stretched to their resource limit, however. Particularly dramatic is the growth in pre-health advising. One advisor cannot expect to serve over 1,000 students. We believe that housing Pre-Health Advising within the Honors College has achieved excellent results, allowing the College to hire and retain an advisor with outstanding qualifications and at an appropriate pay level. But one advisor alone cannot continue to handle the workload without help. Additional staffing in the area of Pre-Health Advising should be considered a campus priority.

Broader increases in staffing could allow the Honors College to examine additional pre-professional advising (Pre-Law in particular). A stated goal in the strategic plan of the Honors College is “to promote and coordinate applications for graduate national merit scholarships.” Early outreach to high-achieving students to identify and “groom” them for prestigious national and international scholarships should be a priority of the Honors College over the next few years, as the presence of the Levine Scholarship brings us increasingly competitive students. These initiatives could be served through the establishment of one or more faculty fellowships. It is important to note, however, that some current staffing needs require continuity; a graduate student or faculty fellow who works for the College for a year or two can be helpful in some tasks, but cannot provide the kind of long-term support in advising and programming that the College needs.
III. Grow the student body.

Honors programming at UNC Charlotte is reaching relatively few students right now, and should explore ways to expand its influence. This does not necessarily mean growth in any one program (University Honors in particular) but growth in the number of students served overall. Most departmental programs are small, and could increase their scope, and programs should be cultivated in departments and colleges that do not currently have programs.

It is clear that many high-achieving students do not know about honors programs on our campus, or do not understand the benefits of such programs. The Honors College can take a leadership role in recruiting top students for departmental and college programs as well as the University Honors program. The Honors College staff could assist departments in identifying and contacting potential honors students early in their UNC-Charlotte careers. Emails, for example, could be sent regularly to all students on the Chancellor’s list, inviting them to consider departmental, college, or University Honors programs. Opening up new departmental programs should be a priority, as this would open honors access to more students.

Growing the number of honors students, however, cannot take place without FIRST growing the faculty and staff resources of honors programs. A particular concern is the current disproportionate representation of senior full professors and non-tenure track faculty teaching honors courses. Assistant and Associate Professors are greatly under-represented among honors faculty. The relative lack of junior faculty holding professorial rank teaching in the honors program does not
bode well for the future. Moreover, widespread faculty concern that teaching in the honors program could compromise chances for promotion and tenure creates a disincentive for junior faculty to pursue honors teaching. There is a very real danger that as senior full professors teaching in the honors program retire, honors education will be increasingly dominated by part-time, adjunct, and other non-tenure track faculty. Members of the honors college self-study committee consider continued broad participation by tenured and tenure-track faculty essential to the future of honors education at UNC-Charlotte. To that end, faculty rewards and incentives must be structured to encourage the broader participation of tenure track faculty in the honors college. Growth in faculty and students will ultimately require changes in structure for some programs, and changes in the way that we look at “honors,” as detailed below.

IV. Expand the types of courses offered.

The committee sees value in the small, interdisciplinary courses that form the core of the University Honors program currently. But we also believe that, in order to attract more faculty and allow for growth, the Honors College should consider augmenting these courses with departmental course offerings that could count toward the University Honors requirements. As noted earlier, the promotion of honors sections of currently-existing departmental courses could both increase faculty involvement in honors programming and increase course accessibility for students. Cross-listing of graduate courses with undergraduate honors courses could also be explored. The Honors College could help promote such courses, working with department chairs to identify appropriate sections and instructors.
Current departmental programs frequently take a “mini masters thesis” approach to honors programming. Psychology, for example, grants honors to students who complete a two-semester honors thesis that involves a faculty mentor and two or more faculty readers who support the student through a literature review, research proposal, data gathering and analysis, and a final research paper. While this can be highly valuable to a student, particularly one who plans on graduate training, it is also a significant drain on faculty resources, requiring the cooperation of several faculty members for each honors student. Departments with such programs should be encouraged to explore alternatives to the thesis experience, such as honors seminars, honors projects that could be completed by student teams under the direction of a single faculty member, and/or additional honors coursework within the department, as suggested above. Again, the Honors College could work with departments who are interested in expanding or revising their honors offerings in order to serve more students.

Finally, departments that consider themselves to be “too small” to offer dedicated honors courses might be encouraged to develop new strategies for offering honors programming. Students who wish to pursue a degree with honors, for example, might be given extra work in existing courses if they sign up for a cross-listed “honors” section. Such sections could be offered to even one or two students without having a significant impact on faculty teaching loads. Although this approach may not work for all departments, it should allow a few new honors programs to emerge in departments that currently lack the resources for other types of programming.
V. Expand the role of the University Honors Council

The University Honors Council can serve a larger role in promoting the vision of honors across our campus. According to the National Collegiate Honors Council standards for a fully developed Honors College, “the program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations” (italics added). Currently, the members of the University Honors Council meet only once or twice a year, chiefly to discuss and vote on proposals for new programs or changes to existing programs. The main duties of council members are to approve candidacy applications for students in departmental, college, and University Honors programs. We believe that the Honors Council could be a pro-active advisory body that could be much more involved in the promotion of honors to students and faculty, encouraging the growth of existing programs and the development of new programs. This may involve “shaking up” the current council structure through monthly meetings and even the consideration of structural changes such as staggered two-year council terms and term limits to encourage “new blood” to get involved in honors programming.

VI. Work on ways to assess the benefits of Honors programming

It is clear that the Honors College provides benefits to the university at the level of student retention and student success. At the level of individual student learning outcomes, however, assessment of an honors program is challenging. Many
of the expected benefits of an honors education are intangible. Nevertheless, Connie Rothwell has started to make progress on identifying measurable Student Learning Outcomes, and this task should be a priority for the next few years. Departmental and college programs, too, must examine what they expect students to obtain from an honors program, and how those outcomes are to be measured. Other honors programs across the country are also being asked to address questions of student learning outcomes, and perhaps collaboration with sister institutions would be in order for us.

VII. FINAL THOUGHTS

It is important to applaud the Honors College for its achievements. Current programs are healthy. They provide an important service in helping to retain and graduate our top students. But they could serve more students, and they could be more visible to the university and to the Charlotte community.

The current structure of the Honors College, encompassing University Honors, college and departmental honors, the Levine Scholars program, the Teaching Fellows program, and pre-health advising, is ideal for integration of services to high-achieving students. It would be a mistake to break these programs up, we believe. Indeed, we believe that the Honors College could take a more active role in helping to recruit students for departmental and college honors programs, and to promote undergraduate research across the campus. Promotion of campus-wide research fairs would be one possible role for the Honors College. As the work
of honors students is showcased, more high-achieving students outside of honors programs may be motivated to get involved with research across campus.

Future marketing to students should stress that we have several types of honors programs that complement each other, and that fit the needs of different types of students, from entering freshmen to continuing students and transfers, pre-professional to pre-graduate school to “I just want to learn all that I can” students.

The Honors College and the Honors Council can serve as advocates for all types of honors programming on campus. We have a structure and a team in place that are working well together. By thinking creatively about new program initiatives, we can use that structure to its maximum potential.
Appendix A

Honors College Review Team
2010-2011

Chair
Dr. Lori Van Wallendael
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College of Liberal Arts & Sciences
Colvard Building 4020
704-687-4757
lrvanwal@uncc.edu

Honors Council Member
Director, Psychology Honors

Dr. Ted Amato
Professor of Economics
College of Business
Friday Building 223A
704-687-7711
ltamato@uncc.edu

Director, Business Honors Program

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College of Computing & Informatics
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John B. Ervin Scholar,
Washington University
NSF Graduate Research Fellowship

Ms. Megan N. Smith '11
Political Science Major
Student Union 212F
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704-687-7167 (office)
msmit389@uncc.edu

University Honors Program

Dr. Kit Henry, '01
Pediatrician
3308-1 Selwyn Farms Lane
Charlotte, NC 28209
704-512-4475
Kit.Henry@carolinashealthcare.org

University Honors Program
Math, Chemistry
Appendix B
Survey of Faculty Involvement in Honors Teaching

<table>
<thead>
<tr>
<th>Question text</th>
<th>Answer</th>
<th>Responses</th>
<th>Percentage</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever taught an honors course at UNC Charlotte (either University Honors or a departmental/college honors course)?</td>
<td>Yes</td>
<td>44</td>
<td>18.6%</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>193</td>
<td>81.4%</td>
<td>237</td>
</tr>
<tr>
<td>Was the most recent Honors course you taught . . .</td>
<td>a University Honors course</td>
<td>12</td>
<td>27.3%</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>an honors course within your home department or college</td>
<td>32</td>
<td>72.7%</td>
<td>44</td>
</tr>
<tr>
<td>In what semester/year did you most recently teach an honors course?</td>
<td>Fall 2010-Spring 2011</td>
<td>15</td>
<td>41.7%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Fall 2009-Spring 2010</td>
<td>3</td>
<td>8.3%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Fall 2008-Spring 2009</td>
<td>8</td>
<td>22.2%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Fall 2007-Spring 2008</td>
<td>2</td>
<td>5.6%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Fall 2006-Spring 2007</td>
<td>0</td>
<td>0.0%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>More than 5 years ago</td>
<td>8</td>
<td>22.2%</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Did not respond</td>
<td>201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you plan to teach an honors course in the future?</td>
<td>Yes</td>
<td>39</td>
<td>16.5%</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>90</td>
<td>38.0%</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td>108</td>
<td>45.6%</td>
<td>237</td>
</tr>
<tr>
<td>Why or why not?</td>
<td>Responded</td>
<td>142</td>
<td>59.9%</td>
<td>142</td>
</tr>
<tr>
<td>(see below)</td>
<td>Did not respond</td>
<td>95</td>
<td>40.1%</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Yes</td>
<td>84</td>
<td>35.4%</td>
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<td>-----</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>Have you ever chaired or been the primary mentor for an undergraduate honors thesis, project or portfolio?</td>
<td>No</td>
<td>153</td>
<td>64.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Count</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>How many honors theses/projects have you chaired?</td>
<td>1</td>
<td>40</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-4</td>
<td>23</td>
<td>28.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 or more</td>
<td>17</td>
<td>21.2%</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Did not respond</td>
<td>153</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>95</th>
<th>40.1%</th>
<th>237</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Have you ever been a member of an undergraduate honors thesis committee or project/portfolio committee?</td>
<td>No</td>
<td>142</td>
<td>59.9%</td>
<td>237</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Count</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>On how many honors thesis/project committees have you served?</td>
<td>1</td>
<td>30</td>
<td>33.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-4</td>
<td>32</td>
<td>35.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 or more</td>
<td>29</td>
<td>31.8%</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Did not respond</td>
<td>143</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Responded</th>
<th>155</th>
<th>65.4%</th>
<th>155</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>What do you think is the biggest advantage of teaching an honors course?</td>
<td>Did not respond</td>
<td>82</td>
<td>34.6%</td>
<td>155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Responded</th>
<th>140</th>
<th>59.1%</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>What do you think is the biggest disadvantage of teaching an honors course?</td>
<td>Did not respond</td>
<td>97</td>
<td>40.9%</td>
<td>140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Responded</th>
<th>140</th>
<th>59.1%</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>What do you think is the biggest disadvantage of teaching an honors course?</td>
<td>Did not respond</td>
<td>97</td>
<td>40.9%</td>
<td>140</td>
</tr>
<tr>
<td>Question</td>
<td>Responded</td>
<td>N</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>----</td>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>What do you think is the biggest advantage of chairing an honors thesis committee?</td>
<td>Responded</td>
<td>144</td>
<td>60.8%</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>(see below)</td>
<td>Did not respond</td>
<td>93</td>
<td>39.2%</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>What do you think is the biggest disadvantage of chairing an honors thesis committee?</td>
<td>Responded</td>
<td>144</td>
<td>60.8%</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>(see below)</td>
<td>Did not respond</td>
<td>93</td>
<td>39.2%</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Rate your agreement with each of the following statements on a 1 (strongly disagree) to 5 (strongly agree) scale:</td>
<td>144</td>
<td>231</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My department chair would reward me for teaching honors courses.</td>
<td>12.1%</td>
<td>14.3%</td>
<td>45.5%</td>
<td>22.9%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Teaching an honors course would cut into my research time too much.</td>
<td>9.1%</td>
<td>26.0%</td>
<td>38.1%</td>
<td>18.6%</td>
<td>5.2%</td>
</tr>
<tr>
<td>High achieving students should be scattered throughout non-honors courses to provide examples for others, no segregated into honors courses.</td>
<td>17.8%</td>
<td>35.1%</td>
<td>24.7%</td>
<td>17.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>High achieving students need special challenges such as segregated honors courses to help them achieve their potential.</td>
<td>4.3%</td>
<td>10.4%</td>
<td>17.3%</td>
<td>42.4%</td>
<td>24.7%</td>
</tr>
<tr>
<td>My department doesn't have the resources to offer small honors courses.</td>
<td>5.2%</td>
<td>14.7%</td>
<td>31.2%</td>
<td>29.9%</td>
<td>17.3%</td>
</tr>
<tr>
<td>My department would release me from teaching one of my &quot;regular&quot; courses in order for me to teach a University Honors course.</td>
<td>13.9%</td>
<td>21.7%</td>
<td>38.1%</td>
<td>17.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>If I were interested in teaching an honors course, I would know who to contact and how to get further information.</td>
<td>20.8%</td>
<td>20.4%</td>
<td>17.8%</td>
<td>26.4%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Instructors of honors courses are &quot;chosen&quot; by administrators; you cannot just volunteer.</td>
<td>7.4%</td>
<td>17.3%</td>
<td>51.5%</td>
<td>17.3%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
I have been approached about the possibility of teaching an honors course.

<p>| | | | | |</p>
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<tbody>
<tr>
<td>15</td>
<td>I have been approached about the possibility of teaching an honors course.</td>
<td>Yes</td>
<td>39</td>
<td>16.5%</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>No</td>
<td>198</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

Do you have any additional comments about incentives or barriers to teaching Honors courses at UNCC? If so, please add them below.

<p>| | | | | |</p>
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<tr>
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<tbody>
<tr>
<td>16</td>
<td>Do you have any additional comments about incentives or barriers to teaching Honors courses at UNCC? If so, please add them below.</td>
<td>Responded</td>
<td>77</td>
<td>32.5%</td>
</tr>
<tr>
<td>16</td>
<td>(see below)</td>
<td>Did not respond</td>
<td>160</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

Your rank:

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>17</td>
<td>Your rank:</td>
<td>Professor</td>
<td>48</td>
<td>20.4%</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Associate Professor</td>
<td>70</td>
<td>29.8%</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Assistant Professor</td>
<td>41</td>
<td>17.4%</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Lecturer/Instructor (full-time)</td>
<td>39</td>
<td>16.6%</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Adjunct (part-time) instructor</td>
<td>30</td>
<td>12.8%</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Other (please explain):</td>
<td>7</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

Your college:

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Your college:</td>
<td>Liberal Arts &amp; Sciences</td>
<td>121</td>
<td>53.1%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Engineering</td>
<td>12</td>
<td>5.3%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Education</td>
<td>30</td>
<td>13.2%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Health &amp; Human Services</td>
<td>19</td>
<td>8.3%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Arts + Architecture</td>
<td>19</td>
<td>8.3%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Belk College of Business</td>
<td>19</td>
<td>8.3%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Computing and Informatics</td>
<td>7</td>
<td>3.1%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>University College</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Honors College</td>
<td>1</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

5. (Do you plan to teach an honors course in the future?) Why or why not?
Limited degrees of freedom

I am leaving UNC Charlotte. Otherwise I would like to.
I'd like to in the future; I'm already committed to other courses.

I would love to teach an honors course (I have directed an honors thesis), but my understanding is that honors courses, to date (at least in my college), have been offered only to faculty having received Bank of America teaching honors (finalist or winner).

I do not work with undergraduate students.

I have taught only at the Graduate level since 2006 and don't expect that assignment to change.

I teach in a graduate program

Don't have enough information about the honors program

Based on department assignment.

Not involved in the honors program

The students are highly engaged and willing to learn.

I enjoyed the students; they're a serious group who typically work very hard.

Most students are not well prepared enough to perform at an honors level. Too many do not have even the most rudimentary competence in expository writing.

I teach in an institute which does not offer honors courses.

I would love to teach an honors course, but my current teaching requirements prevent me from expanding into elective courses.

It's been a long time, but back then it was too much like summer camp. The program seemed run by teachers as new-age savior types instead of being a rigorous, extra challenge for extra-committed students.

I regularly direct undergraduate students enrolled in BIOL 4700 and BIOL 4701, Undergraduate Honors Research 1 and 2. I enjoy working with our brightest undergraduate students and find directing their research to be one of the most rewarding aspects of my job as a faculty member. I frequently publish with my Honors students, which allows me to teach them the entire process of conducting and reporting scientific research. No other aspect of my job or our curriculum provides undergraduate biology majors with this level of education in "doing science".

At this point, I work primarily with doc students.

we don't have them in our department

I am not aware of how one goes about expressing interest or the qualifications.

I hope to teach in the College of Art + Architecture's program - a course on Art History that crosses arts disciplines.

Working in small classes with better-than-average students is the biggest plus.

Am not teaching faculty

I am an adjunct and only teach one particular course.

I'd really like to; I just don't know what teaching flexibility I have considering teaching requirements in my own dept.

It depends on student interest.

Curiosity of the diverse students enrolled Small and intimate class sizes Opportunity to
| establish richly interdisciplinary courses |
| Prefer one on one mentoring. |
| My department no longer has the resources to offer honors courses. I would like to teach a University Honors course some day if my department could spare me, but that seems unlikely for the foreseeable future. |
| I am adjunct and have had not exposure to or experience with the honors college. |
| my dept chair assigns my schedule |
| Based on schedule determined by department |
| I teach graduate courses |
| Have been an adviser to students - but simply have not considered the commitment over other issues. |
| I would very much like to, and our dept. just initiated an honors program. |
| I would love to, but I have never been asked. And, the course I would teach (given my ten years of research, multiple publications and national reputation + good teaching evaluations) is being taught by an adjunct professor. I still can't get that through my head. |
| Don't know what the options are, and my time teaching beyond what I HAVE TO teach is limited. |
| Teaching assignments are Master's level courses only |
| No information about how to go about doing so |
| If they create a specific course. |
| no information |
| Our department recently adopted an Honors Program (to be implemented fall 2012). The Honors course that is part of the program would fall within my area of specialization. |
| I am fully booked for courses in my own department. |
| It is my intention for Fall 2011 to be my final semester teaching; I turn 70 in November. Neither of the two sections of English 1101 assigned to me are honors courses. I would have loved it--but I have loved greatly the general courses I have been honored to teach. (Could not resis the pun!) |
| Another faculty member in my department teaches them all the time, and I'm not sure if I'm "allowed" to teach them. The offer has never been extended to me and I'm not sure what I ought to do if I wanted to teach one. |
| Too many needs within standard curriculum which saturate my availability |
| My employment with UNCC terminates June 30, 2011. |
| My teaching schedule is essential as it is for the department needs. |
| If given the opportunity, I would love to teach a class however currently the department of Kinesiology has no honors courses. |
| If I'm assigned to teach an honors course, I would be happy to do so. However, I usually teach some of the core courses that are required for our degree program. |
| I would like to but I don't think my department/college participates (ECE in Engineering). |
| Don't know what future dept. needs will be. |
| Have not been asked. |
| No honors program exists in the college. |
I really enjoy being able to mentor undergraduate students throughout the entire process of proposing, executing, and interpreting the findings generated from their honors thesis research.

Honors program does not seem structured properly to support college of engineering where student loads are quite high. (Similarly architecture)

Honors classes are small which allows for engaging discussion. The students are bright and motivated.

Dept has just started a program

Have not been asked to teach an honors course

my dept doesn't have any

Not within my realm of duties.

Honors begs me to do it; I have taught honors for 10 years. However the department is reluctant as it takes me away from their majors

I enjoyed the students' enthusiasm and effort.

Course load is complete.

I haven't taught any undergraduate courses at UNCC yet although I would like to.

I would like to. Department responsibilities do not allow for my teaching honors courses.

I tend to teach graduate courses.

Not a full time faculty member

Retiring at the end of this term.

I teach part-time (I am in a research position), and so am needed for service courses like Intro, or LBST.

While I have tried, I still don't know how faculty get involved in teaching honors courses at UNCC. From what I can tell from my limited experience in the program, most of the courses appear to be taught by adjuncts.

No honors courses offered (that I am aware of) in areas that I teach.

administrative role allows for minimal teaching

This is a honors section of the anthropology capstone course, ANTH 4601-H01. I will teach it whenever we have an honors student who takes the capstone course in the spring semester. However, it is more of an independent study than a regular course.

I'm not sure what relationship my department has with the honors program and I've been teaching required courses for the graduate program since I began teaching here 3 years ago.

I'm a part-time adjunct instructor, and not sure there are any plans for me to teach an honors course.

Because I don't know what an honors course is.

Retiring

It is not a part of my requirements.

I would enjoy teaching an honors course due to advanced nature of the discussions and concepts that could be a primary component of the course. I have assisted numerous graduate students in their internship at the Salisbury VAMC and working with advanced students is both challenging and fulfilling as an instructor and mentor.
<table>
<thead>
<tr>
<th>Haven't been asked</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have taught an honors course each year and often each semester for over 20 years.</td>
</tr>
<tr>
<td>retirement</td>
</tr>
<tr>
<td>Our honors program is new, so it's not clear if I will have the opportunity to teach in the program. I am also relatively new to UNCC and am just getting settled enough to consider teaching an honors course.</td>
</tr>
<tr>
<td>no program in house</td>
</tr>
<tr>
<td>I would like to teach classes with full of motivated students.</td>
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<tr>
<td>I teach the introductory honors seminar every fall semester for the incoming Arts and Architecture Honors students.</td>
</tr>
<tr>
<td>Haven't been asked</td>
</tr>
<tr>
<td>I teach in a graduate program.</td>
</tr>
<tr>
<td>Asked to develop a new course expressly for honors students as a Liberal Studies option</td>
</tr>
<tr>
<td>Not sure how many will be offered.</td>
</tr>
<tr>
<td>I would love to have the opportunity to interact with the honors population on campus.</td>
</tr>
<tr>
<td>As it stands, my department does not offer any designated honors sections, although our students have the option to complete an honors thesis.</td>
</tr>
<tr>
<td>The course is an area of academic interest to me. I also have a lot of satisfaction in the ways students learn and value the course.</td>
</tr>
<tr>
<td>I am not sure how it would fit into my current teaching load.</td>
</tr>
<tr>
<td>I have only limited teaching responsibilities in a very specific area in Kinesiology and I plan to retire within a year so the opportunity will not present itself.</td>
</tr>
<tr>
<td>Not sure my courses are appropriate</td>
</tr>
<tr>
<td>I have never been offered the opportunity</td>
</tr>
<tr>
<td>I haven't thought about it.</td>
</tr>
<tr>
<td>This is my last semester at the university</td>
</tr>
<tr>
<td>We do not have enough faculty to have just a few students in the class (typically 12 or fewer students would sign up for the honors section and we have an average class size of 40).</td>
</tr>
<tr>
<td>I would like to, but department needs might prevent it.</td>
</tr>
<tr>
<td>I hope so. I enjoy the freedom it gives me to explore cross-disciplinary teaching and learning.</td>
</tr>
<tr>
<td>We have only had one honors student in the College of Education so I have only had one chance to teach the course.</td>
</tr>
<tr>
<td>I have not been asked</td>
</tr>
<tr>
<td>If given the opportunity, I would love to teach an honors course in the future.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I'm new this year, and don't know anything about the honors program. I also think I am not going to have much flexibility in the courses I offer in the next few years.</td>
</tr>
<tr>
<td>I would very much like to teach, but there are many other demands for my teaching and I am fortunate to have a reduced teaching load as a result of external research funding.</td>
</tr>
<tr>
<td>Have not had the opportunities.</td>
</tr>
</tbody>
</table>
I am retiring.
If I have the opportunity to, I would like to.
other responsibilities
There will be others in our department that would be better qualified to teach these courses. I coordinate our major in Exercise Science.
Was asked.
My expertise is more discipline specific.
I enjoy the chance to teach special, advanced topics, related to my research, with bright, industrious students.
Their motivation in the course was top notch
Not available in my department.
teaching schedule for required coursework is currently my focus
not asked
I am more interested in trying to reach and work with students who do not qualify for our honors program.
I don't anticipate that I will be given the opportunity. They are typically restricted to a very small number of faculty members. I would love to teach one.
I'm a librarian and don't teach full-term courses.
Department is starting an honors program.
LCS does not offer them. Spanish should!
Teach graduate courses
not much demand
not interested
RELS is in the process of implementing and Honors Program in our new undergraduate curriculum.
It looks likely, but it is not for sure.
My course schedule is not set by me. Its up to the chair.
Because I love teaching honors students.
Unsure of current course load. New hire.
No time in my schedule (I wish I had time!)
It is not part of my responsibilities in teaching, and there are others who are more integrated with the goal of the higher levels within the department.
I would be interested but don't know anything about it. I teach part-time and don't know if this is offered to part-timers.
if a student requests me.
I am the Sociology Honors Program Coordinator
Students wanting to do honors research. I've had only one so far.
My dept is starting an honors program but the associated courses have not been developed/submitted.
I haven't been asked and don't know much about the Honors program.
The University Honors Program is run the way all departments should be run: instructors
are provided with the resources they need. It also helps that Honors students are incredibly motivated and interested in learning.

10. What do you think is the biggest advantage of teaching an honors course?

<table>
<thead>
<tr>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly able and motivated students, small class size.</td>
</tr>
<tr>
<td>Brigher more motivated students</td>
</tr>
<tr>
<td>Access to extremely high quality students and the ability to offer a more specialized topics course</td>
</tr>
<tr>
<td>opportunity to expand course materials to include more creative or cutting edge things</td>
</tr>
<tr>
<td>The ability to interact with some of the university's best students.</td>
</tr>
<tr>
<td>Working with a high quality group of students</td>
</tr>
<tr>
<td>Getting to work with students who really care about their learning.</td>
</tr>
<tr>
<td>Strong students, many of whom want to pursue graduate study. Smaller class, more intense one-on-one opportunities.</td>
</tr>
<tr>
<td>The possibility of students who are capable and motivated.</td>
</tr>
<tr>
<td>Teachers have the opportunity to interact with bright people who are excited about learning, and to work with them to develop and encourage deep thinking.</td>
</tr>
<tr>
<td>Opportunity to teach a group of talented and motivated students</td>
</tr>
<tr>
<td>Getting to work with highly motivated students.</td>
</tr>
<tr>
<td>Opportunity to &quot;push&quot; student learning beyond what is possible within an &quot;average&quot; class.</td>
</tr>
<tr>
<td>it should be the opportunity to stimulate extra-committed students toward significantly more demanding kinds of educational challenge</td>
</tr>
<tr>
<td>Provides real-life experience in the way that science is done.</td>
</tr>
<tr>
<td>Class is supposed to be full of promising students.</td>
</tr>
<tr>
<td>Small class size.</td>
</tr>
<tr>
<td>Working with smart, motivated students</td>
</tr>
<tr>
<td>interacting with bright, energetic students</td>
</tr>
<tr>
<td>The opportunity to contribute to student learning. The opportunity to learn as faculty.</td>
</tr>
<tr>
<td>For the professor, reduced class size and more highly (in general) motivated and adventurous students. For the student, greater professor-student time ratio, competitive intellectual environment, and more challenging material that fosters connections and ideas.</td>
</tr>
<tr>
<td>None right now.</td>
</tr>
<tr>
<td>Chemistry honors allows the students to reach their maximum achievement level.</td>
</tr>
<tr>
<td>Don't know, since I haven't done it.</td>
</tr>
<tr>
<td>Work with motivated students with a track record of achievement</td>
</tr>
<tr>
<td>Quality of students</td>
</tr>
<tr>
<td>Opportunity to experiment and explore with bright and curious students</td>
</tr>
<tr>
<td>the opportunity to work with highly motivated, bright students</td>
</tr>
<tr>
<td>Working with highly motivated students.</td>
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<tr>
<td>The quality of students and the opportunity to assign advanced materials. Moreover, the levels of conversation in the classroom would be stimulating.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Opportunity to teach more academically gifted students.</td>
</tr>
<tr>
<td>Stronger students, engaged in a topic of their own choosing</td>
</tr>
<tr>
<td>I assume I would have students with a higher level of curiosity and ability to ask and answer good questions about my area.</td>
</tr>
<tr>
<td>DK - could be better, more motivated students.</td>
</tr>
<tr>
<td>Working with bright students who are engaged in the learning process.</td>
</tr>
<tr>
<td>Motivated and capable student</td>
</tr>
<tr>
<td>More prepared students</td>
</tr>
<tr>
<td>More motivated students</td>
</tr>
<tr>
<td>smarter, more dedicated, more creative students</td>
</tr>
<tr>
<td>Dealing with students who can handle more difficult material and can write at a better level than the average UNCC student.</td>
</tr>
<tr>
<td>Students are smart and you can expose them to new ideas more easily.</td>
</tr>
<tr>
<td>Interacting with excellent students.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Brighter, more engaged students.</td>
</tr>
<tr>
<td>Having literate students in the classroom.</td>
</tr>
<tr>
<td>Higher student interest</td>
</tr>
<tr>
<td>Small numbers of students yield intense and personal learning opportunities.</td>
</tr>
<tr>
<td>It may provide the opportunity to work with highly skilled and motivated students within a community.</td>
</tr>
<tr>
<td>Student motivation-interested in learning</td>
</tr>
<tr>
<td>better students</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Student quality combined with strong student initiative.</td>
</tr>
<tr>
<td>It engages students in a small class setting.</td>
</tr>
<tr>
<td>Being able to play a role in a student’s professional development at this stage of their career.</td>
</tr>
<tr>
<td>Interact with the best students</td>
</tr>
<tr>
<td>Small classes and engaging discussion. You really get to know the students.</td>
</tr>
<tr>
<td>quality of student preparation</td>
</tr>
<tr>
<td>I don’t see much difference between an honors course and a regular course</td>
</tr>
<tr>
<td>higher quality students</td>
</tr>
</tbody>
</table>

11. What do you think is the biggest disadvantage of teaching an honors course? | None. |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>can't think of any</td>
</tr>
</tbody>
</table>
| I do not see any disadvantage to teaching an honors course - what could be the
<table>
<thead>
<tr>
<th>Disadvantage of having a group of super bright and motivated students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time to prepare the course</td>
</tr>
<tr>
<td>Making assumptions about what they are capable of and the system itself of identifying who should be there.</td>
</tr>
<tr>
<td>n/a (I have never taught an honors course).</td>
</tr>
<tr>
<td>Working with a high quality group of students</td>
</tr>
<tr>
<td>None.</td>
</tr>
<tr>
<td>In my case, students have a diverse intellectual interest that doesn't always match my specialty. Not sure I'm providing the best advice.</td>
</tr>
<tr>
<td>Students tend not to have the competencies needed to perform at an honors level.</td>
</tr>
<tr>
<td>Preparation and followup are challenging - time, knowledge, and technique must all be generously expended.</td>
</tr>
<tr>
<td>Time not spent on research</td>
</tr>
<tr>
<td>Students have a sense that whatever they do is great and sometimes do not work up to their potential.</td>
</tr>
<tr>
<td>I can't think of any...</td>
</tr>
<tr>
<td>Hard to say. depends on how it's run now</td>
</tr>
<tr>
<td>Very time consuming!</td>
</tr>
<tr>
<td>The best and hardest working students may not qualify for the honors class. Honors entry seems to be too heavily focused on SAT scores and this is wrong!</td>
</tr>
<tr>
<td>Quality of students is not different from the general student population. More work for less number of students.</td>
</tr>
<tr>
<td>Possibly the workload</td>
</tr>
<tr>
<td>Can't think of any</td>
</tr>
<tr>
<td>I am on tenure track. I am not sure how teaching an honors course would be viewed by review committees. It would be reassuring to know this would be viewed positively. Teaching outside one's department would take time away from other work toward one's tenure portfolio.</td>
</tr>
<tr>
<td>It is difficult to schedule a small honors course in my annual teaching schedule given that my department is greatly in need of more faculty just to handle our regular degree classes. Lack of support also inhibits more experimental forms of teaching in honors.</td>
</tr>
<tr>
<td>No disadvantages</td>
</tr>
<tr>
<td>None right now.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>See last question</td>
</tr>
<tr>
<td>New course preparation would be time-consuming</td>
</tr>
<tr>
<td>The larger student body will not benefit from the discussions and interaction.</td>
</tr>
<tr>
<td>Cannot answer at this time</td>
</tr>
<tr>
<td>Haven't taught one.</td>
</tr>
<tr>
<td>Time vs other academic priorities</td>
</tr>
</tbody>
</table>
I could imagine people saying workload, but for me the payoff is significant.

<table>
<thead>
<tr>
<th>More time-intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes a slot away from teaching something else</td>
</tr>
<tr>
<td>I’m sure I would teach it rather more writing intensive than I do now, and that takes a lot of work.</td>
</tr>
<tr>
<td>DK - if it were a new prep, starting from scratch</td>
</tr>
<tr>
<td>The extra demands placed on faculty to create a productive and sufficiently challenging learning environment.</td>
</tr>
<tr>
<td>Craetimg a new course</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Possibly more work.</td>
</tr>
<tr>
<td>lots more time</td>
</tr>
<tr>
<td>The amount of individual attention that students would both expect, and should receive.</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Extremely time consuming</td>
</tr>
<tr>
<td>Greater burden to be prepared than when teaching a familiar course.</td>
</tr>
<tr>
<td>New prep (I've done way too many)</td>
</tr>
<tr>
<td>Tougher work</td>
</tr>
<tr>
<td>They are exclusive and therefore less diverse in terms of opinion and experience of the student.</td>
</tr>
<tr>
<td>It may be difficult to have the flexibility to replace a typically scheduled course with the honors course.</td>
</tr>
<tr>
<td>time restrictions?</td>
</tr>
<tr>
<td>extra work</td>
</tr>
<tr>
<td>more time, not valued by my department</td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td>Extra time is required to prepare the course.</td>
</tr>
<tr>
<td>Time is a double-edged sword--it is both rewarding and also challenging amidst other responsibilities/projects that also need that time investment.</td>
</tr>
<tr>
<td>time and workload</td>
</tr>
<tr>
<td>I cannot think of a single disadvantage.</td>
</tr>
<tr>
<td>I don't see much difference between an honors course and a regular course</td>
</tr>
<tr>
<td>none that I can think of</td>
</tr>
<tr>
<td>Time involved</td>
</tr>
<tr>
<td>never saw any disadvantage</td>
</tr>
<tr>
<td>Brighter than average students</td>
</tr>
<tr>
<td>Kids are told they are special. Lack of plurality in experience. Lessened impact on the university community as a whole</td>
</tr>
<tr>
<td>Trying to fit more material in, and making it challenging enough, but fair for all of the students.</td>
</tr>
</tbody>
</table>
none, unless it gets to time consuming
Can't think of any.
Honestly, none.
Cannot say.

Not sure, since I don't know enough about our program. However, I have been involved in other honors programs (as a student and as the Associate Director of the program). A sense of entitlement norm can development in these programs such that the students assume they are going to get an A in honors classes, and then actually under perform in these classes. I do not think this is inherent in all honors programs, though.

The bar is set very high by the students. You cannot have an off day as an instructor.
Honors students feel "entitled".
none
The extra time and effort required.
no opinion
Although preparation would be more challenging due to the advanced nature of the work, this would be well worth the effort.

Time
The students are very grade conscious; many make clear they want to get an A.
I would imagine it's time consuming or can be. I would expect honors students to demand faculty members' time more than traditional students.
I don't necessarily understand what differentiates an "honors" course from the standard curriculum, so I worry that I wouldn't meet the needs or expectations of the students.
It takes resources away from teaching courses in the major--a pressing concern as those courses grow larger and larger.
 Might be time intensive.
Don't really know, but it might be the demands of the students.
Not sure.

Due to the smaller class size, it reduces the overall number of students who might "move through" a particular course. If a course is designated as an honors course, it might have to be taught more frequently or by more faculty than might be available.
Students are sometimes too concerned about grades.
none
don't know
Not sure. Perhaps a slightly heavier workload than non-honors course.
Mt dept needs us teaching regular undergrad classes
You have to be thoroughly prepared - they keep you on your toes.
In my college at least, they feel priviledged and often do not hink they should have to work hard.
It does require extra work in preparation, but it is well worth it.
Not all Honors students seem to be at an advanced level.
The enrollment in our college has been very low primarily due to little incentive for students to do the extra work as students who enroll in a Master's program do not need the project...
for admission.

Students who are used to getting good grades and not working very hard for them. Therefore, students who care more about grades than about learning.

Providing challenging information to keep students interested in the material.

none

The possibility that an honors course is an add-on rather than a substitute for a normal departmental requirement.

The number of students may be too small to have a course, or too small to allow appropriate interactions.

Others will be teaching these courses.

Students may think they don't need to stretch academically

Don't know.

Time away from other departmental responsibilities.

Some honors students think they already know the subject, or how to write perfectly well, and become frustrated when grades and teacher's comments are critical.

it did not work so well everytime with the mix of my undergraduate majors, the honors and the graduate students

may take faculty away from teaching required coursework in our unit

None

Most of our students do not and will never qualify for our honors programs.

I would like to find out.

No idea

student get personal attention - taking you away from other things.

no workload credit

None

Though it is a rewarding experience, it does take time to do teach.

I don't want to presume.

Sometimes students don't want to try new things because they know what works and they want to keep doing that in order to get the grade.

It is extremely time consuming.

Not sure. Maybe a student here or there who thinks he doesn't need to learn more in a university environment?

Time to adequately offer accelerated study.

Can't think of one.

Compared to general population courses, there is nothing worth complaining about in Honors.

More preparation and grading

<table>
<thead>
<tr>
<th>12. What do you think is the biggest advantage of chairing an honors thesis committee?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping a talented young person</td>
</tr>
<tr>
<td>Chance for involvement in students' intellectual development.</td>
</tr>
<tr>
<td>rewarding pedagogical experience</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>One on one access with a very bright, highly engaged student interested in learning for the sake of learning</td>
</tr>
<tr>
<td>working with a student doing quality research</td>
</tr>
<tr>
<td>Opportunity to cultivate professional careers.</td>
</tr>
<tr>
<td>Probably have a student who is really interested in learning more and working independently</td>
</tr>
<tr>
<td>Student involvement at an undergraduate level.</td>
</tr>
<tr>
<td>Being exposed to the thoughts of a high quality student</td>
</tr>
<tr>
<td>The opportunity to work with bright students that are capable of engaging in independent research and study early in their academic careers.</td>
</tr>
<tr>
<td>I've never done it, so don't know.</td>
</tr>
<tr>
<td>None in particular; similar to a MA thesis process.</td>
</tr>
<tr>
<td>Conduct a study that may be publishable.</td>
</tr>
<tr>
<td>The joy of orchestrating scholarship among experienced and new scholars</td>
</tr>
<tr>
<td>Working with a student who is motivated to succeed.</td>
</tr>
<tr>
<td>Opportunity to work with smart, motivated students.</td>
</tr>
<tr>
<td>The only true opportunity to train undergraduates in the complete process of conducting and reporting scientific research. The students' intelligence and enthusiasm are extremely rewarding. It allows the students to start building a research portfolio for professional presentations and publications, which makes them much more competitive for graduate and professional schools.</td>
</tr>
<tr>
<td>Helps with tenure.</td>
</tr>
<tr>
<td>Working with students on subjects that I was interested in.</td>
</tr>
<tr>
<td>Helping UG students with research</td>
</tr>
<tr>
<td>hopefully the creativity level of the student's work</td>
</tr>
<tr>
<td>The ability to help students integrate disparate aspects of the undergraduate education experience.</td>
</tr>
<tr>
<td>Seeing a student thrive and being able to steer them toward success.</td>
</tr>
<tr>
<td>The student and achievements of that student.</td>
</tr>
<tr>
<td>You have a student (hopefully with lots of time) working on a project in your research area.</td>
</tr>
<tr>
<td>Working with an exceptionally motivated student, one who has strong intellectual initiative.</td>
</tr>
<tr>
<td>Get to know a bright student</td>
</tr>
<tr>
<td>Helping a student ready their work for publication</td>
</tr>
<tr>
<td>Personal involvement with the project</td>
</tr>
<tr>
<td>opportunity to work with good students; possible publication of thesis work</td>
</tr>
<tr>
<td>assisting and mentoring a really bright and motivated student</td>
</tr>
<tr>
<td>Work with talented students....the one I am working with is simply the best student I have worked with at UNCC (grad or undergrad). She really helped with my research and was very independent.</td>
</tr>
<tr>
<td>possibly connecting expertise</td>
</tr>
<tr>
<td>Mentorship Activity</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mentoring an undergraduate through that level of scholarly writing would be rewarding.</td>
</tr>
<tr>
<td>I think it would give me the opportunity to mentor an undergraduate in research design and implementation. I am a strong believer in undergraduate research.</td>
</tr>
<tr>
<td>Intimately involved in the mentoring of our brightest students.</td>
</tr>
<tr>
<td>Working with a good student.</td>
</tr>
<tr>
<td>Getting to be involved with motivated undergraduates</td>
</tr>
<tr>
<td>Helping a student find their own voice as a member of the academic community.</td>
</tr>
<tr>
<td>Learn how a student thinks. maybe see intellectual development.</td>
</tr>
<tr>
<td>Getting to be involved with motivated undergraduates</td>
</tr>
<tr>
<td>Getting to work with students one-on-one and helping them see what they can.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Get to work with bright students; provide promising students best possible prep for graduate work</td>
</tr>
<tr>
<td>Working with bright younger students</td>
</tr>
<tr>
<td>No opinion.</td>
</tr>
<tr>
<td>Getting to know highly motivated students.</td>
</tr>
<tr>
<td>Be involved in the academic development of a motivated and intelligent learner</td>
</tr>
<tr>
<td>potential grad student</td>
</tr>
<tr>
<td>Watching student growth</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Working closely with bright motivated students on an individual project.</td>
</tr>
<tr>
<td>Close work with talented undergraduate.</td>
</tr>
<tr>
<td>Please see #10 above.</td>
</tr>
<tr>
<td>Interact with the best students</td>
</tr>
<tr>
<td>The rewards of working closely with a student and observing her/him go through the process of reflection and discovery.</td>
</tr>
<tr>
<td>I don’t see much difference between chairing an honors thesis committee and regular thesis committee.</td>
</tr>
<tr>
<td>helping a student along in their pursuit of research</td>
</tr>
<tr>
<td>Probably time consumption</td>
</tr>
<tr>
<td>no different from ma thesis, given quality of students</td>
</tr>
<tr>
<td>Being in charge</td>
</tr>
<tr>
<td>For a Departmental Committee, mentoring great students to reach high. For a University Honors portfolio committee, none</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>supporting a promising undergraduate student in student directed scholarship that reflects</td>
</tr>
<tr>
<td>Their professional interests</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assisting an undergraduate in learning about inquiry.</td>
</tr>
<tr>
<td>Cannot say.</td>
</tr>
<tr>
<td>The opportunity to work with students who will churn out good work, and are often interested in doing the work. Knowing that the work I put into guiding the research will actually payoff.</td>
</tr>
<tr>
<td>Working with a student who has promise for going on to graduate school.</td>
</tr>
<tr>
<td>One gets to work with bright, motivated students, get them involved in research and possibly change or shape their career path. The way these students absorb the knowledge is very gratifying and their enthusiasm is contagious.</td>
</tr>
<tr>
<td>Directing and mentoring students in scholarship activities</td>
</tr>
<tr>
<td>The gratification of working with gifted students doing quality work.</td>
</tr>
<tr>
<td>No opinion.</td>
</tr>
<tr>
<td>Direct involvement in a thesis would provide an opportunity to engage in additional research, to shape the field, and to have a greater impact on a student's scholastic and professional development.</td>
</tr>
<tr>
<td>Helping good students</td>
</tr>
<tr>
<td>I can point a bright student to some challenging literature which they will read and understand and on which they will do thoughtful writing.</td>
</tr>
<tr>
<td>Certainly a great way to provide service and teaching.</td>
</tr>
<tr>
<td>Talented students</td>
</tr>
<tr>
<td>Students satisfaction.</td>
</tr>
<tr>
<td>Working with bright students who seek to apply ideas from their major to the world around them.</td>
</tr>
<tr>
<td>Quality student and faculty interactions.</td>
</tr>
<tr>
<td>The opportunity to work close with one student in the development of critical topics</td>
</tr>
<tr>
<td>Helping a student find a thread of inquiry that they are very interested in.</td>
</tr>
<tr>
<td>The opportunity to work with very bright, capable seniors on research that is meaningful to them is a big advantage. This often provides me with the opportunity to learn more about areas that are either tangential or outside of my own area of focus.</td>
</tr>
<tr>
<td>Working with students in creative ways. Seeing new connections among honors concepts and courses.</td>
</tr>
<tr>
<td>I enjoy mentoring and working with the students</td>
</tr>
<tr>
<td>Passing on a love of science and critical thinking</td>
</tr>
<tr>
<td>I'm unfamiliar with the process</td>
</tr>
<tr>
<td>The opportunity to work closely with a very motivated and focused student.</td>
</tr>
<tr>
<td>Exposing an undergrad to research and encouraging them to apply to grad school</td>
</tr>
<tr>
<td>Satisfaction of mentoring a good student</td>
</tr>
<tr>
<td>The students are terrific; self-motivated, able to learn, willing to work hard.</td>
</tr>
<tr>
<td>An invigorating academic activity.</td>
</tr>
<tr>
<td>Working with a student who has interests that are the same as mine.</td>
</tr>
<tr>
<td>The opportunity to direct the research of an excellent student.</td>
</tr>
</tbody>
</table>
I have not chaired a committee.

The biggest advantage of chairing an honors thesis committee is working with the committee and learning from the students.

I will be coordinating the committee for our honors program. I do feel working with the wonderful faculty we have in our department will help me gain great insight into the outstanding honors program we currently have on campus. I have had former and current honor students in my courses and have enjoyed the interaction.

I have not done so yet.

The stimulation intellectually
one-on-one mentoring
No opinion.

The biggest advantage would be the opportunity to work individually with a promising and highly motivated student.

Gaining experience
helping atusnt achieve higher level of satisfactory completion
none

Working with curious and motivated students. Providing an experience of real growth and accomplishment for the student.

Guiding the student.

It's rewarding to see students struggle through the process but finally make it to the end and realize the impact of what they've done.

Teaching someone how to gain knowledge and organize information and being stimulated by his/her developing ideas.

working with students one-on-one
None that I've noticed
Motivated students.

Unable to answer.

Helpful to students-mentors motivated students who want to excel.

Working one on one with students
13. What do you think is the biggest disadvantage of chairing an honors thesis committee?

<table>
<thead>
<tr>
<th>Disadvantage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking time away from my own research</td>
<td></td>
</tr>
<tr>
<td>For someone who has never done it before, a steep learning curve.</td>
<td></td>
</tr>
<tr>
<td>more demands on my time</td>
<td></td>
</tr>
<tr>
<td>None - it was truly a pleasure, as it is a pleasure to chair a doctoral</td>
<td></td>
</tr>
<tr>
<td>student's dissertation.</td>
<td></td>
</tr>
<tr>
<td>extra time</td>
<td></td>
</tr>
<tr>
<td>No workload credit.</td>
<td></td>
</tr>
<tr>
<td>time-intensive</td>
<td></td>
</tr>
<tr>
<td>Being exposed to the thoughts of a high quality student.</td>
<td></td>
</tr>
<tr>
<td>Lack of structure provided by honors programs regarding the scope and</td>
<td></td>
</tr>
<tr>
<td>purpose of writing a thesis.</td>
<td></td>
</tr>
<tr>
<td>none in particular.</td>
<td></td>
</tr>
<tr>
<td>Students need too much direct instruction and supervision. Most no really</td>
<td></td>
</tr>
<tr>
<td>capable of doing a thesis without way too much supervision.</td>
<td></td>
</tr>
<tr>
<td>Managing the egos and staying objective</td>
<td></td>
</tr>
<tr>
<td>Time not spent on research</td>
<td></td>
</tr>
<tr>
<td>Some of the students who choose to do an honors thesis do not have a</td>
<td></td>
</tr>
<tr>
<td>reasonable understanding of the work that is involved. They underestimate</td>
<td></td>
</tr>
<tr>
<td>the time that it will take and they think of it as an easy way to get</td>
<td></td>
</tr>
<tr>
<td>academic credit.</td>
<td></td>
</tr>
<tr>
<td>The time commitment can be large, and we faculty are asked to juggle</td>
<td></td>
</tr>
<tr>
<td>many things, it can be a deterrent.</td>
<td></td>
</tr>
<tr>
<td>very time consuming, especially if you publish with your students (few of</td>
<td></td>
</tr>
<tr>
<td>whom really know how to write well).</td>
<td></td>
</tr>
<tr>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Honor students are not prepared to conduct an academic study.</td>
<td></td>
</tr>
<tr>
<td>Possibly writing difficulties</td>
<td></td>
</tr>
<tr>
<td>can't think of any</td>
<td></td>
</tr>
<tr>
<td>I am on tenure track. I am not sure how chairing a thesis committee would</td>
<td></td>
</tr>
<tr>
<td>be viewed by review committees. It would be reassuring to know this would</td>
<td></td>
</tr>
<tr>
<td>be viewed postively. Teaching outside one's department would take time away</td>
<td></td>
</tr>
<tr>
<td>from other work toward one's tenure portfolio.</td>
<td></td>
</tr>
<tr>
<td>It is an exhausting drain on one's time - even when the project is going</td>
<td></td>
</tr>
<tr>
<td>very well. It is worth it, but there is little to no compensation (either in</td>
<td></td>
</tr>
<tr>
<td>terms of evaluation or in terms of finances/resources) for having done it.</td>
<td></td>
</tr>
<tr>
<td>Workload.</td>
<td></td>
</tr>
<tr>
<td>The time required to mentor individual students.</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Time consuming</td>
<td></td>
</tr>
<tr>
<td>Lack of repetition</td>
<td></td>
</tr>
<tr>
<td>Some students are not yet ready for the rigors of readying their material</td>
<td></td>
</tr>
</tbody>
</table>
for possible publication.

Time
large time commitment
N/A
witnessing some of the best student work at UNCC
None.
time vs other more directed research.
None
Much more time commitment
No credit
It would be extra work, and I'm already busy.
Often students don't have adequate documentation, understanding, guidance about what this entails. Not clear who should provide what information to them, about the bureaucratic aspects of the thesis. I'd rather focus on the research and helping the student develop the research competencies, and not have to troubleshoot the bureaucracy.

Time commitment can be daunting.

Time
the likely time involved
Time. 
time. I already chair MA theses.
Lack of time.
Requires a lot of my time
Time.
Takes a lot of time which is generally disregarding in our evaluations of faculty activity.
Time required
Additional time required.
time restrictions?
a little bit of time
time - like everything else mentoring takes an investment of time
it does not count in my department
none
Large amount of time commitment without any reward for doing this.
time and workload and lack of incentives for faculty
If one is on multiple committees, the time commitment can be daunting.
I don't see much difference between chairing an honors thesis committee and regular thesis committee.
time
Again time consumption.
<table>
<thead>
<tr>
<th>never saw any disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being in charge</td>
</tr>
<tr>
<td>For a Departmental committee, time investment. For the portfolio committee, the great disparity between the quality of the Departmental honors and the university honors; as well as the low(er) standards</td>
</tr>
<tr>
<td>Can't see any.</td>
</tr>
<tr>
<td>time involved that may or may not be recognized by departmental chair as a student directed scholarship activity; lack of participation of other committee members</td>
</tr>
<tr>
<td>Time commitment along with department and college responsibilities.</td>
</tr>
<tr>
<td>The time that is required. Undergraduates require much more basic training. I have chaired and served on many graduate level theses. The graduate students have much stronger basic skills than undergrads. Thus, chairing undergraduate honors would require more time that I could otherwise use working with graduate students. The grad students help me with my research. I doubt this benefit would occur with undergrads.</td>
</tr>
<tr>
<td>Opportunity costs (time away from my own research, primarily).</td>
</tr>
<tr>
<td>The occasional disappointment of the student who doesn't follow through on the honors process.</td>
</tr>
<tr>
<td>Well, it's a lot of time, usually far beyond the 3 credit hours that they are signed up for. I don't know if this is a &quot;disadvantage&quot; as such but it's certainly something one has to take into account when deciding how many honors' students one can accommodate.</td>
</tr>
<tr>
<td>No workload recognition.</td>
</tr>
<tr>
<td>time</td>
</tr>
<tr>
<td>The extra time and effort.</td>
</tr>
<tr>
<td>no opinion</td>
</tr>
<tr>
<td>Again, there would be more time requirements; however, such challenges would be minimal compared to the numerous benefits.</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>The time commitment is demanding and an uncompensated overload, often with even higher time demands toward the end of the semester.</td>
</tr>
<tr>
<td>Again, I could see time as an issue. This could also be a thankless, invisible type of work.</td>
</tr>
<tr>
<td>Compared to the time and effort put into for the thesis, there are little rewards except for teaching (hopefully) smaller sized class.</td>
</tr>
<tr>
<td>The &quot;idea&quot; of the Honors thesis sometimes seems broad and very ambiguous. Were I to chair another honors thesis, I would probably be more directive with the student.</td>
</tr>
<tr>
<td>Might be time intensive.</td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td>Time commitment.</td>
</tr>
</tbody>
</table>
In order to provide the full benefit to the student, a great deal of time must be invested in providing feedback and on consultation.

Time commitment over and above the usual teaching load.

in the current environment, that kind of intensive mentoring is not adequately valued

huge amount of time and effort that is often not properly recognized

I assume it is a big time commitment

It does take some time but not so much as to be a real problem.

Tiem committment

Can be a ton of work

It requires an independent project that may be difficult for a student and therefore time consuming for the advisor.

Occasionally, the student may be arrogant of their of own self-worth...

The incredible amount of time it takes to work with an undergraduate student on a project.

There really isn't any.

I have not chaired a committee.

Unsure.

The biggest disadvantage of chairing an honors thesis committee is not having totally committed committee members.

too much extra work

It requires a lot of time and effort.

Signficant amounts of time-consuming work and the risk that the student will not succeed in writing an excellent thesis within the available time.

None

time

The amount of time needed to traing the student for such a short period of time in your lab.

for university honors, lack of clarity about expectations and process

That is yet to be determined - keeping our numbers very small will aid in the time commitment necessary to have a successful program.

none

many students are unprepared and their expectation are often unrealistic.

I don't know.

Chairing any kind of committee usually involves a lot of work.

There is likely a substantial time commitment and undergraduate teaching is not valued in the Belk College.

Time required

coordinating other faculty input.

no workload credit

It is largely not recognized as important factors for reappointment, promotion, and tenure.
none really
It's time-consuming.
Very time consuming.
somewhat time-consuming
Faculty time
Time investment when we are already so busy.
Time commitment

16. Any additional comments about incentives or barriers to teaching Honors courses at UNCC?

<table>
<thead>
<tr>
<th>Money and course release always help</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my department one individual seems to have cornered all the &quot;rights&quot; to teach honors courses. It seems to me that in order to be able to teach one it would take years of &quot;politicking&quot; to gain the opportunity to do so.</td>
</tr>
<tr>
<td>time time time; many of us are already overcommitted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workload credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't know enough about how who is chosen to teach in the honors program to comment on this issue.</td>
</tr>
<tr>
<td>I have not recently been asked to teach an honors course, but I have in the past taught the class in my department, not for the university.</td>
</tr>
<tr>
<td>I would hope for the teachers that there would be financial and time benefits, along with encouragement for creative approaches to maximize the opportunity for the teachers and the students.</td>
</tr>
<tr>
<td>Annual or semester updates and information regarding honors courses and opportunities to teach honors course would be appreciated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Honors program is a jewel in the UNCC crown. The Biology Honors program is extremely strong and productive and one of the best features of our department. I support the Honors program and the philosophy behind it 100%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students have the barriers. The students may be better served taking a few more graduate classes as undergraduates. I fully expect &quot;honors-types&quot; to pursue Master's and PhD's. Honors classes may help in the long run, but graduate classes move them along.</td>
</tr>
<tr>
<td>There is no incentive for teaching an honor course. I'd rather teach regular classes.</td>
</tr>
</tbody>
</table>

| The honors work in the chemistry department is not course based but research based. The student spends lots of time in the lab working on a chemical problem that is written into a thesis. I teach the chemistry seminar course that has both the honors students and non-honors students giving talks. The honors students give their thesis defense as part of the course with the entire class (and lots of faculty) as the audience. |
Great program, from what I know of it. I'd love to be involved, but don't know if I could get release from my current teaching requirements to teach honors courses.

Faculty members who teach in the Honors College should be appointed as teaching fellows of the University Honors College. These appointments should carry additional work responsibilities to help grow the reputation of University Honors in teaching, research and service. In order to make these changes possible, teaching fellows of the University Honors College would need release time from some of their departmental obligations.

In spite of the way we talk about valuing interdisciplinary coursework, there is actual little incentive to teach an interdisciplinary course, particularly when our resources do not even allow us to offer enough core courses in our disciplines. Also, undergraduate teaching is simply no longer valued at this institution. We "reward" people with teaching load reductions, and "punish" them with higher course loads.

I am fully supportive of honors programs.

Well, I contacted and talked to the director about honors classes. I spoke with him for more than an hour about a student, and he never once asked me if I was interested. I assume it means he does not need me to teach it. So, I have never taken it any further.

I've not seen honors courses listed here, not in psychology other than the thesis. So I really don't know much about honors course, how they are arranged (who teaches, topics, etc).

Just another activity that is not rewarded.

faculty need to be rewarded financially for this extra burden, or their work load in other areas needs to be lessened.

While I do feel that honors courses are valuable, I do also feel that the presence in general classes of high-achieving writers in beneficial, I have had a few instances in which seemingly accomplished, well prepared writers in my general classes have exhibited impatience with assignments that were designed for the usual college bound high school graduate. Unsure what the ideal class make up would be.

The internal process to get involved with the honors programs is a barrier for students and in some ways for faculty.

Not necessary in the undergraduate level.

I have supervised honors theses at others institutions and I'm a strong believer in a healthy honors program.

Incentives and rewards to teach honors courses should be offered at the department and college level.

Just ensuring that they would be viewed as a regular course equivalent and not an overload where work load policy is concerned.

why cant graduate level courses be offered to honors students as equivalent to an honors course?
I believe our faculty see this as a way to select a few of the best students for the benefit of a few faculty members - who then 'encourage' the students to engage in research / publications that further the faculty members' interests - rather than making the experience an 'exploration' of the students' interests.

It feels like the system is a little random.

ALL honors programs should have access to the Honors Dorms and early registration. Service should NOT be a component of an Academic Honors Program---save that for the leadership programs.

Our program is very intensive and there is little room for students to do advanced study.

I don't know very much about how the Honors program is organized here at UNCC. It's hard for me to envision how I could contribute, because I know so little.

It appears that a handful of adjuncts do most of the teaching. The administration does not appear to have any mechanisms for involving full-time faculty in the program, beyond honors theses (and the students, not the administrators, contact the faculty). Also, beyond the benefit of working with honors students, there doesn't appear to be an incentive structure at all, beyond the obvious (smaller classes with better students).

Here's a comment about your survey: Since I am a department chair, some of these questions do not make sense for me to answer. You didn't consider that a dept. chair might be responding. But, speaking as a chair: My department canNOT spare individuals to teach Honors courses. We are a small dept., we have lost faculty (as have almost all depts); we have more majors of our own (as do most depts); and we already support several interdisciplinary programs. I do not have enough faculty to do everything that is important on campus.

It would be helpful to know what an honors course is. Maybe I have taught them? I don't know how to tell!

The program is excellent, and the administrators and staff are extremely hard working, dedicated, and effective.

I'm not at all sure why, but very few UHP students have signed up for the honors courses we've started offering in the CoAA - so we've run classes with less than 5 students a number of times. This is a strain on the college's resources and has caused some internal complaints from some units - and of course we'd like to have other students involved to enrich the conversations.

There is very little information shared in our Department about Honors courses. I have taught Honors sections of my classes at two other institutions and I found it to be a highly rewarding experience. I was able to incorporate other material and teaching methods that sharpened my skills in the "non-Honors" version of those courses. Each semester, there
<table>
<thead>
<tr>
<th>are specific courses I have to teach, so it limits my ability to rotate in an Honors section. I would be able to do this if I didn't bear the sole responsibility for several courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is getting more difficult for departments to release a professor from one course. It is impossible to release a not yet tenured professors, as he/she must be dedicated to research. It is too bad, as younger faculty bring a new dimension to the courses along with the longer tenured professors.</td>
</tr>
<tr>
<td>I know very little about this topic. Perhaps that is a barrier</td>
</tr>
<tr>
<td>AsI said, I have never heard anything about the process and i have been teaching here for 15 years</td>
</tr>
<tr>
<td>They do not exist yet in Music.</td>
</tr>
<tr>
<td>The current budget situation makes it harder to meet department obligations and teach in Honors courses, as so many departments are short-staffed.</td>
</tr>
<tr>
<td>I have not experienced any (incentive or barrier) so far in my college.</td>
</tr>
<tr>
<td>I'm not sure what makes an honors course different from a regular course in terms of course structure, instructor/student expectations, size, instructor/student workload, etc.</td>
</tr>
<tr>
<td>As an added incentive, faculty should have the opportunity to choose the courses that are of interest.</td>
</tr>
<tr>
<td>We need other kinds of options for honors classes--eg honors discussion or lab sections for larger courses</td>
</tr>
<tr>
<td>I have contacted faculty in our department that have said they were willing to work with honor students before moving our proposal forward.</td>
</tr>
<tr>
<td>I can't say that I have a solid understanding of what it means for a student to become eligible for the honors program.</td>
</tr>
<tr>
<td>As a librarian, I would be very interested to have integrated and on-going librarian participation in honors courses, particularly courses with research projects or portfolios.</td>
</tr>
<tr>
<td>This survey assumes that answers of those not involved and will not be involved are applicable. I put neutral because the design does not allow for not applicable.</td>
</tr>
<tr>
<td>There would need to be an incentive; currently I teach 12 credits each semster and I am not interested in having an overload</td>
</tr>
<tr>
<td>Some kind of reward, acknowledgment, or release time would be appropriate. Though I thoroughly enjoyed my experience with an honors student</td>
</tr>
<tr>
<td>It would be good for faculty doing a number of thesis/portfolios with graduating seniors to receive a course reduction or stipend. The amount of time it takes per student is difficult while teaching a full load of other courses and performing other departmental work. I always appreciate the opportunity to teach in the program. It's a great experience, for the most part.</td>
</tr>
</tbody>
</table>
One barrier to teaching in Honors is related to how contracts are written for Lecturer English Composition instructors. Releases from teaching the same two composition courses (over and over and over) are very rare, and they are not happily given. This is a problem with how composition gets taught at this university, by taking advantage of Master's-level part-time instructors.
## Appendix C

### Survey of Student Involvement in Honors Programming

<table>
<thead>
<tr>
<th>Question_text</th>
<th>Answer</th>
<th>Responses</th>
<th>Percent</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Have you ever taken an Honors course at UNC Charlotte?</td>
<td>Yes</td>
<td>51</td>
<td>10.8%</td>
<td>474</td>
</tr>
<tr>
<td>1 No</td>
<td></td>
<td>423</td>
<td>89.2%</td>
<td>474</td>
</tr>
<tr>
<td>2 Was the honors course that you took (check all that apply)</td>
<td>a University Honors course</td>
<td>42</td>
<td>82.4%</td>
<td>51</td>
</tr>
<tr>
<td>2 an honors course within your major department</td>
<td></td>
<td>24</td>
<td>47.1%</td>
<td>51</td>
</tr>
<tr>
<td>2 an honors course offered by a department outside of your major</td>
<td></td>
<td>10</td>
<td>19.6%</td>
<td>51</td>
</tr>
<tr>
<td>3 In what semester did you take your most recent honors course?</td>
<td>Fall</td>
<td>16</td>
<td>31.4%</td>
<td>51</td>
</tr>
<tr>
<td>3 Summer I</td>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>51</td>
</tr>
<tr>
<td>3 Summer II</td>
<td></td>
<td>0</td>
<td>0.0%</td>
<td>51</td>
</tr>
<tr>
<td>3 Spring</td>
<td></td>
<td>35</td>
<td>68.6%</td>
<td>51</td>
</tr>
</tbody>
</table>

### Please rate your overall experience with honors courses at UNC Charlotte:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0%</td>
<td>5.9%</td>
<td>15.7%</td>
<td>52.9%</td>
<td>23.5%</td>
<td>51</td>
</tr>
</tbody>
</table>

### Please rate your overall experience with honors courses at UNC Charlotte:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.9%</td>
<td>21.6%</td>
<td>15.7%</td>
<td>31.4%</td>
<td>25.5%</td>
<td>51</td>
</tr>
</tbody>
</table>

### Please rate your overall experience with honors courses at UNC Charlotte:

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0%</td>
<td>2.0%</td>
<td>3.9%</td>
<td>35.3%</td>
<td>56.9%</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Please rate your overall experience with honors courses at UNC Charlotte:</td>
<td>The instructors in honors courses have graded my work fairly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4</td>
<td>Do you plan to enroll in an honors course in the future?</td>
<td>Yes</td>
<td>2.0%</td>
<td>0.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td>5</td>
<td>No</td>
<td>356</td>
<td>76.6%</td>
<td>465</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Why or why not?</td>
<td>Responded</td>
<td>410</td>
<td>86.5%</td>
<td>410</td>
</tr>
<tr>
<td>6</td>
<td>Did not respond</td>
<td>64</td>
<td>13.5%</td>
<td>410</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Are you currently enrolled in the University Honors Program?</td>
<td>Yes</td>
<td>37</td>
<td>7.8%</td>
<td>474</td>
</tr>
<tr>
<td>7</td>
<td>No</td>
<td>437</td>
<td>92.2%</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Why have you not chosen to join the University Honors program?</td>
<td>I was not aware of the University Honors program</td>
<td>263</td>
<td>60.7%</td>
<td>433</td>
</tr>
<tr>
<td>8</td>
<td>I was not eligible for the University Honors program</td>
<td>24</td>
<td>5.5%</td>
<td>433</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I did not become aware of the University Honors program until it was too late to join it</td>
<td>73</td>
<td>16.9%</td>
<td>433</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I did not have the flexibility in my schedule to join the University Honors program</td>
<td>79</td>
<td>18.2%</td>
<td>433</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I did not want to do the extra work that would be required for an honors program</td>
<td>35</td>
<td>8.1%</td>
<td>433</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other:</td>
<td>68</td>
<td>15.7%</td>
<td>433</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Are you currently enrolled in a departmental or college honors</td>
<td>Yes</td>
<td>38</td>
<td>8.0%</td>
<td>474</td>
</tr>
<tr>
<td>Question</td>
<td>Selections</td>
<td>Count</td>
<td>Percentage</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Why have you not chosen to join a departmental or college honors program? (Check all that apply)</td>
<td>My department/college does not have an honors program</td>
<td>34</td>
<td>7.9%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Why have you not chosen to join a departmental or college honors program? (Check all that apply)</td>
<td>I am not aware if my department/college has an honors program</td>
<td>307</td>
<td>71.2%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Why have you not chosen to join a departmental or college honors program? (Check all that apply)</td>
<td>I was not eligible for my department/college honors program</td>
<td>21</td>
<td>4.9%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Why have you not chosen to join a departmental or college honors program? (Check all that apply)</td>
<td>I did not have the flexibility in my schedule to join an honors program</td>
<td>62</td>
<td>14.4%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Why have you not chosen to join a departmental or college honors program? (Check all that apply)</td>
<td>I did not want to do the extra work that would be required for an honors program</td>
<td>33</td>
<td>7.7%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>43</td>
<td>10.0%</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>Do you plan to enroll in a departmental or college honors program in the future?</td>
<td>Yes</td>
<td>58</td>
<td>13.6%</td>
<td>426</td>
<td></td>
</tr>
<tr>
<td>Do you plan to enroll in a departmental or college honors program in the future?</td>
<td>No</td>
<td>162</td>
<td>38.0%</td>
<td>426</td>
<td></td>
</tr>
<tr>
<td>Do you plan to enroll in a departmental or college honors program in the future?</td>
<td>Not sure</td>
<td>206</td>
<td>48.4%</td>
<td>426</td>
<td></td>
</tr>
<tr>
<td>Have you ever received a letter or email inviting you to join the University Honors Program?</td>
<td>Yes</td>
<td>91</td>
<td>19.2%</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td>Have you ever received a letter or email inviting you to join the University Honors Program?</td>
<td>No</td>
<td>383</td>
<td>80.8%</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question_text</td>
<td>Sub_question</td>
<td>Not at all important</td>
<td>Somewhat at unimportant</td>
<td>Neutral</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Did you receive this invitation to join the University Honors Program before coming to campus as a new student?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>43 48.9% 88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>after beginning your studies at UNC Charlotte?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>45 51.1% 88</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Have you ever received a letter or email inviting you to join a departmental or college honors program?</td>
<td>Yes</td>
<td>61 12.9% 474</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td></td>
<td>413 87.1% 474</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Did you receive this invitation to join a departmental or college honors program at the time of declaring your major?</td>
<td></td>
<td>10 16.4% 61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>during your junior year?</td>
<td></td>
<td>25 41.0% 61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Other (please explain):</td>
<td></td>
<td>26 42.6% 61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What do you think would be the greatest advantage of being a part of an honors program (either University or departmental)?</td>
<td>Responded</td>
<td>384 81.0% 384</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Did not respond</td>
<td></td>
<td>90 19.0% 384</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What do you think would be the greatest disadvantage of being a part of an honors program (either University or departmental)?</td>
<td>Responded</td>
<td>369 77.8% 369</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Did not respond</td>
<td></td>
<td>105 22.2% 369</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Rate how important you believe each of the following experiences to be, in terms of your future goals:</td>
<td>nt</td>
<td>ant</td>
<td>ant</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Getting the highest grades possible in all of my courses</td>
<td>0.4%</td>
<td>0.9%</td>
<td>2.1%</td>
<td>24.8%</td>
</tr>
<tr>
<td></td>
<td>Completing my degree requirements in the shortest time possible</td>
<td>3.6%</td>
<td>9.9%</td>
<td>16.3%</td>
<td>37.0%</td>
</tr>
<tr>
<td></td>
<td>Getting to know faculty members well</td>
<td>1.5%</td>
<td>4.3%</td>
<td>15.0%</td>
<td>45.4%</td>
</tr>
<tr>
<td></td>
<td>Taking courses outside of my major to &quot;broaden my horizons&quot;</td>
<td>5.4%</td>
<td>9.0%</td>
<td>21.8%</td>
<td>40.9%</td>
</tr>
<tr>
<td></td>
<td>Taking courses that challenge me, even if I may not get an A</td>
<td>2.1%</td>
<td>6.0%</td>
<td>20.1%</td>
<td>38.8%</td>
</tr>
<tr>
<td></td>
<td>Participating in community service projects</td>
<td>5.8%</td>
<td>6.9%</td>
<td>22.9%</td>
<td>35.1%</td>
</tr>
<tr>
<td></td>
<td>Participating in cultural activities on and off-campus</td>
<td>9.9%</td>
<td>9.0%</td>
<td>26.8%</td>
<td>34.9%</td>
</tr>
<tr>
<td></td>
<td>Having the designation &quot;honors&quot; on my diploma and transcript</td>
<td>6.0%</td>
<td>6.9%</td>
<td>20.1%</td>
<td>32.6%</td>
</tr>
<tr>
<td></td>
<td>Interacting with other high-achieving students</td>
<td>3.9%</td>
<td>5.4%</td>
<td>16.5%</td>
<td>38.5%</td>
</tr>
<tr>
<td></td>
<td>Participating in research in my chosen field</td>
<td>2.1%</td>
<td>4.9%</td>
<td>16.9%</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19</th>
<th>Your class standing:</th>
<th>First year (0-30 earned hours)</th>
<th>41</th>
<th>8.7%</th>
<th>472</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sophomore (31-60 earned hours)</td>
<td>48</td>
<td>10.2%</td>
<td>472</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Junior (61-90 earned hours)</td>
<td>122</td>
<td>25.8%</td>
<td>472</td>
<td></td>
</tr>
</tbody>
</table>
5. (Do you plan to enroll in an honors course in the future?) Why or why not?

Not exactly sure what the requirement are. Honors courses are structured around an Honors program, usually with a cohort of entering freshmen. I am a 2nd degree seeking student, and that option is not available to me. There should be opportunities present for non-traditional students as well instead of exclusive Honor programs for only traditional students. I think this is completely unfair to other students who are ambitious but do not fall into a certain category, it completely overlooks them.

I'm graduating in May
I like the early registration period, so that I'll know I can get the classes I need. I am staff and I think those course spaces should be left to students. Since I have completed all my general ed classes, and all I have left are major and minor core classes, and I only take two classes a year, honors courses would not be the best use of my time.

There's no point in taking an honors course for me. I will be just as capable with or without taking an honors course. The type of job I want doesn't care about the word "honors" on my resume, nor should it.

I do not know much about the program. Not aware of any in my curriculum. I currently have to fit school into my work schedule, family time, normal house maintenance and upkeep, and rotating military deployments. Given that attending class requires an hour commute each way, "Normal" classes already issue more than enough homework to ensure I have no free time remaining. If UNCC offered more non-traditional student friendly course times, perhaps I could find time to take Honors classes.

Do not know about honors courses within the College of Engineering.
I am graduating and I never knew that I was eligible. There is no notification that one is able to participate.
I am graduating in 2011
Will only be here for another semester.
Not really sure that there are any classes that would benefit me at this point in my education.
I'm not sure of the difference is between an honors and non-honors course. Do you have to be enrolled in an honors program? Or get special request? Are they worth more credits? Do you graduate with honors?
I believe that an honors program will help be more successful in my future plans.
At this point, I am unaware as to what the benefits would be in attending an honors course. I am not against it, I just don't have any knowledge of them.
I haven't found one I like yet that would be worth the joining fee, but I intend to join one in the future.
It would help me out immensely with my school career. That and based on my understanding, it would help me get grants that would help pay for my school education.
I've been accepted to the honor society, but I just enroll for classes that are needed, and what can I say, I just so happen to do well in them... I didn't even know there were "honors courses" at unc charlotte, might sound dumb, but this is the first time in my life to have been accepted into the honor society... I've always struggled in school, and it seems like my hard work is starting to pay off....
Don't know of any
Graduating
I dunno? I wasn't aware of an honors program on campus and am set to graduate in December 2011.
An honors course is not required for my major.
I'm graduating next week.
Honors Chemistry Seminar, If I get approved, I would like to graduate with some type of Honors work because I would like to challenge myself as much as possible. It's always an interesting experience to engage in something that would stimulate the mind.
Why do so?
Because it is not required for my major
Didn't realize that i was eligible
Time and classes that I have already taken and passed I would have to take again in order to fill the honors requirement.
I am graduating a semester early and I only have 6 hours of classes to take my Senior year. My senior seminar and a language.
I believe that you learn more in those type of classes and they look good on a transcript
not enough information
I am graduating. When I first came into school, I was offered a chance to be in "Business Honors". I turned this down because I wanted to enjoy college and not have more things to stress me out. I knew I had self motivation and could make good grades without having to deal with the honors program.
Have already met all my General Education requirements and are strictly focusing on my major.
I'm not a part of an honors program.
I am finishing my requirements for Biology Hnrs and University honors.
Im unsure what an honors course is, exactly
To fulfill the requirements of the Honors program in my department, I must be a part of a research laboratory for an entire year.
I transferred into UNCC, and graduate in the Fall, so honors classes wouldn't fit into my schedule.
Looks good for grad school
I will be graduating in a week.
GRADUATION!!!!!!!!!!!!!!!!!!! May 14, 2011!
Moving on to graduate work. I don't think there are honors courses at the graduate level.
Graduating
Not really something I thought about.
The psychology honors seminar would allow me to do another study.
I am a graduating senior
I'm graduating so I won't be taking any more courses.
I haven't even thought of honors classes, as I have not yet declared a major.
I'm not sure if there are any honors courses offered within my major (nursing).
If I am eligible I certainly would enroll. I am unfamiliar with the honors program at UNCC
As part of the UHP curriculum.
I am graduating.
I don't know anything about it.
I did not know about honors courses.
No information about classes
I intend to graduate with University Honors and departmental honors.
because i think it will be great for my education
I dont know anything about honors programs, but if someone were to inform me I would be more than happy to join.
i am interested in a challenge before grad school
Graduating this semester!
If offered, I would take advantage of the honors programs because the will better prepare me for the real world. In addition, the honors courses would challenge me, causing me to be a better student.
I am graduating this May, otherwise I would.
I'm graduating.
I think that it is to late for me to take the appropriate amount of classes to receive honors credentials without hindering my major schedule.
Because I am graduating this semester, and have been accepted into the graduate program of my choosing.
It depends on my work schedule and being able to attend school next semester.
I am graduating
I don't think any exist for my major, which is Japanese. The major itself is just beginning to sort itself out, so there aren't any "honors" courses. I have, however, taken a course that was far advanced for my level of Japanese (JAPN3210) in the Spring'11 semester.
I am graduating at the end of June. I did not know that I was eligible for honors courses until I received the e-mail about this survey. If I would have known before, then yes, I would have loved to participate in the honors program.
I am graduating this spring.
do not know of any offered other then honors english
What's the point?
I have had no information about honors courses through my academic advisors or course professors.
Already deep in my major
I do not know how to sign up for one.
Too much work for too little reward. I am already a major in Religious Studies--there is enough reading and writing there to last your entire life!
I hope to begin a graduate program in the fall semester
I don't know what the difference is
I'm going to graduate school - everything is considered "honors" at that point.
I don't anything about them.
I'm graduating this month.
I am graduating May 2011.
I don't have the time to fully commit to the work load
It is my last semester of college.
Don't know what they are, I've got my schedule set.
Graduating
I don't know the difference between an honors course and a regular course. I also do not know if the Religious Studies Department even offers them (that being my major, of course).
I would love to know what's the difference
I'm not sure what the honors course is. However, if I am eligible to take the course, I would like to take it.
I have one semester left and I have never been approached about honors classes and don't know what taking one would involve.
If I can
I am almost finished!
I am graduating this may.
Too late to as I am a senior. It would be too many credits to cram into my final year.
Graduating this semester
I don't know if I'll be an honors student.
Do not see advantage in honors class.
I am graduating this semester.
I know nothing about it.
I'm graduating.
will graduate in a year
I really don't know much about them
I feel that enrolling in an honors course will be a good opportunity for me to advance my education and career in the future.
What is an honors course?
To complete my Honors requirements for graduating with honors in psychology.
I only need a few classes to graduate and have never heard of honors courses
I am graduating this semester
In order to graduate with Business Honors and University Honors I have to complete my Thesis and take another 3000 level course, as well as an independent project to complete for a seminar.

I am graduating next week.

Graduating Because I like a challenge and any course that will stimulate my knowledge will be worth taking.

I think it would look good on a resume, and would provide better opportunities.

I'm not sure if the honors course is identify as honors or not which is why I put no. Just trying to maintain high grades in regular classes, dont want to bite off more than i can chew and then hurt my gpa

I am in engineering I have not seen any honors classes offered in my major (the college of education) I am a second degree student, and I'm not sure whether I'm eligible.

I feel like it will help me in the future and allow me to challenge myself. I plant to enroll in an honors program because I am someone who likes to challenge myself and see what I can accomplish in my four short years in college.

At this time it's not something I'm interested in, I might look into it next year but I don't think it's something I plan on doing to help me in the future.

I don't know what honors courses are. Don't know what classes are honors or what to do for it.

Don't really know anything about them. I can get A's in regular classes, why would I risk an honors course?

I have not heard of these courses until now and I do not know what I could take. If I knew more, I would probably enroll in them.

I don't know much about them and do not know how they would benefit me in my major. If I knew more about honor's classes I may be more inclined to take honor's classes.

I'm graduating this month.

It doesn't fit into my schedule.

I was told there is not an honors art course. There is general honors which doesn't apply because I am a second degree student, and there is an arts history honors. But I was told there is no art honors so even though I wanted to be an honors student I can't.

Not an honors program student

Graduating in Spring 2011 and going on to graduate school. They are required for my honors program.

I have never heard about any honors programs that I may have been eligible for. I graduate next week so I will not have that opportunity now.

I am completing a degree that I started in 1979, so I am taking the shortest path (3.5 years) to finishing, and that did not include any honors classes. Additionally, no one ever talked to me (shared information, suggested I look into it) about the honors program.
I believe it would be very beneficial to college career
I will not be able to enroll in an honors course because I will be graduating and attending graduate school in the fall.
I didn't know they were available in my major.
If I do, it won’t be because it's an honors course but rather because it's a course I'm interested in taking. I don't really care about the "honors" part of the status, or whatever it is that's the point of "honors" classes.
I'm graduating.
I don't know what it is.
I'm graduating next week
I do not how they work or if you need special consideration to enroll in them
There are no honor courses in my declared major, nursing.
Currently I have no plans to because I know nothing about them or what benefit they may serve.
I am not sure at this moment whether I will enter an honors program or not. It is a possibility though that I will.
None offered in my specific program/course of study
I have already finished my program of study
In my experience the focus is not on the learning of the material but the grade. I enjoy working with the teacher to understand what I am being taught, but honors classes (again in my experience) treat you as someone who can learn the material on your own, leaving you to teach yourself. I benefit most from the classroom experience.
Maybe
I have vever heard of them before.
I have no idea what the distinction between a honors course and a regular college course is.
I am a senior and they rejected my application when I applied as a freshman. I have a better GPA than many of my friends in UHP or BHP, so I look at it as the honors program loss and not mine.
I will be graduating soon. Not interested in adding more to my already overloaded schedule.
I did not know they existed. I do not know what they are listed as otherwise I would want to take honors courses so it will look good and possibly reflect well on my gpa. not sure bow much more time it would takee up as far as studying goes and i have alot on my shchedule already.
I know nothing about it.
I am not sure what it is or what the benefits are.
graduating in August, 2011
I am a member of the University Honors Program.
I don't plan a lot.
I believe it is too late to join.
I do not think I am eligible since I am a non-traditional student.
Don't know about honor courses.
Maybe, but I would like to more about honors programs first
There should be a maybe option for this question. I don't have enough information about honor's programs to know how to answer this question. I will say no now because I haven't given any serious thought to the idea.
I am graduating
I am graduating.
I have never been aware of the stipulations of an honors course.
I don't really know enough about it.
engineering
I am not familiar with the honors program.
I would have to learn more about it. I have thought about it but I do not know all that much about them.
I considered enrolling in Honors when I first came to UNCC, but I didn't want to become involved in the additional responsibilities the additional classes would entail.
I appreciate the challenge.
Unfortunately I don't have the time or money.
I will be graduating.
Graduating
I think it would be beneficial to my college experience, and would add a challenge to my academic path.
Now that I've received an email saying that I qualify, I would definitely consider an honors course in the future.
Haven't thought about it.
Student teaching next year! It's my senior year, yeah!
I will be graduating next semester and I am not sure about the classes offered...
I'm a senior
Graduating
Because I just found out about honor classes
I am graduating
I'm about to graduate
By being a part of the Honors program, I will have the opportunity to become more successful and achieving more goals as a part of the University and myself. I will have greater opportunities while attending the university as well.
This is my last semester
Not really sure of what that is
My schedule is stressful enough now with engineering classes and do not have the time to take an additional class.
I don't believe I would have enough time to take strenuous classes with my major.
I hope to graduate after the summer.
I am graduating this semester.
I have not been invited to enroll in any honors courses.
I don't know anything about them nor did I think I qualified.
I do not know what honors courses are.
Not in my plans at this time - trying to graduate and take only necessary/required courses.
Have not taken any nor has anyone ever talked to me about taking any.
No one has ever talked to me about them.
I graduate on May 14, 2011 with a BS in Civil Engineering. I will be attending UNC Charlotte for graduate school but do not believe I will be taking any honors courses but there is always a possibility.
I am graduating in 8 days.
It is part of my requirements for the AAHP.
I plan to transfer & believe that by taking an honors course I will be taking the spot for someone who has loyalty to UNCC
No, I do not plan to. I am a post-bac second degree seeking student and honors programs are of no concern to me.
I don't know yet.
i don't need to
Graduating next semester, not in a convenient location
Can't add extra work load.
To expand the range of classes and prep for the MA program
I'm not really sure what the benefit would be and it would be more difficult so I would rather not.
Graduation
Undergraduate is not only a place to be educated and attain a degree, but also to build a resume for the future.
It has never been offered to me.
Graduating
Don't really know what is or isn't an honor course.
I have been having to work a lot of hours at work and with the option to start playing club baseball, I do not think it would be wise to try taking on the extra work.
Don't know how, why, where I would/should.
I am enrolled for History Honors this fall, because I want to learn more research and writing techniques. You can never know enough of those.
I am a member of the University Honors Program and I am required to take more Honors courses to graduate with Honors.
Not sure how to do so.
I don't have a lot of information about the program.
I'm graduating.
I do not know anything about the program right now but i will consider taking an honors course to challenge myself.
If I have the chance to I will be glad to.
It may help my chances at getting in to law school.
I don't know anything about the honors program.
I'm graduating this semester and not looking to enroll into any courses.
I don't think it applies to my major.
I know what courses I need to graduate, and I don't have time for many other courses. I graduate in December. :( 
No longer in the University Honors Program
To broaden chances and knowledge in other fields of study. I'm graduating this may
I don't know what an honors course is. I thought that was stuff for highschool not in college
I am a working professional trying to complete my Bachelors program and don't have much time to spare. I don't know about the honors programs, but will probably try to learn more about them and see if it would be possible to participate. I am graduating in a week.
I don't know anything about them. I don't know why I would need to
I am graduating.
I never really considered it.
I need two more classes to graduate from the honors program
There is no benefit to taking them.
I like to challenge myself, I also know that I am highly capable of taking an honors course.
I do not know much about them.
Graduating, and not enough time with work
I'm graduating!
I believe in challenging myself to the fullest. I believe it will make me the best educator that I can be.
close to graduation, honors classes not offered in remaining course load
I have never really thought about it!
I was not aware they were available until very recently. Now, it is too late to enroll.
I never really considered myself an honor student but I am interested in looking into the program more and seeing what it has to offer.
I don't know what honors courses are
I am not familiar with the benefits of doing this.
I have to in order to graduate with honors.
I would like to take classes that will help me achieve my highest potential.
I am graduating.
I have no knowledge of what honors courses are, what courses are available, or the benefit of taking them.
I didn't know I was eligible or if it would be worth it.
I graduate next semester, and I had no idea such a program existed.
I have never received any information about enrolling in Honors courses, or about the Honors program itself. I am an RN-BSN Distance Ed student, so I don't know if this was even possible with that particular program of study. If so, I would have been interested.
Not quite sure what classes I will be taking and if it will work into my schedule.
I am graduating
I transferred to UNCC with 80+ hours so I don't have time to add it to my schedule and graduate in 4 years.
possibly
I have not received an invitation or information of any sort about enrolling in an honors course.
Graduating
Possibly. I did not know they were available.
No time
Looks fantastic on a resume
I haven't really thought about it, if I was given the opportunity I probably would
I haven't thought about it and I am not sure what it means.
Graduating
I am not a traditional student so the availability of these courses probably would not fit my schedule. Also, I think I remember something about these courses being multidisciplinary or meeting multiple course requirements, but I have no need for credits outside my major.
I will be graduating in a week.
I am currently about to graduate.
I am graduating.
I am curious about it.
I have never gotten any information about honors courses.
I'm not sure what an honors course is. I might if I knew.
I don't know which courses are honor courses so I'm not wholly sure if I'll enroll in an honors course.
I'm graduating
I am not aware of the opportunities to enroll in these honor services, nor of my eligibility to enroll in them.
Not sure
Didn't really think about it. I don't think an honors course would make much of a difference in my resume or employability at this point.
I am graduating on May 14th of this year and do not know if/where I will go to grad school. I also do not know much about the Honors programs but would learn more if needed.
I do not know enough about honor courses. Maybe I would if I knew more information about honor courses offered.
not sure
Well I am going to apply for the Honors Program for my major (Communications) but I'm unsure of whether or not I'll get in, it's very difficult. I want to participate because it would be a huge personal achievement and would set me apart from other job applicants in the future.
I didn't know about them until I just got the email
Do not know much about them. I have a young child so I tend to make my schedule
around him.
I have 1 year left and did not know that the courses were available
I still have to take 3 more honors courses to graduate with university honors. I love
the university honors program.
I'm not sure what it is or how to do it.
Graduating.
I think that honors courses cause the students that take them to lose their sense of
humility in dealing with others in society and I don't want to be be that disconnected.
No need
Great Expierence
I am unaware of honors course opportunities at UNCC, particularly as a DE student.
As a returning adult student, with a full time day job, most honors courses aren't
offered at a time when I can take them. It's something I would be interested in if the
availability were there.
They are not available for Art Majors, to my knowledge.
I don't have the time to meet the requirements
Not required for degree.
I honestly didn't know they were available but I am intersted in finding out more
information.
I am only taking classes at UNCC to get a second degree and complete several
prerequisite courses as quickly as possible.
Graduating
I will be graduating
Because I like being challenged by my courses.
I haven't been given any information about it
I am graduating after the Summer I session and will not be able to complete my
dergree with honors before then; therefore, I have no interest in enrolling in anymore
honors courses.
I know nothing about honors courses.
I believe that it would be interesting to see how the program works. I would also like it
because it would allow me the the opportunity to make new contacts. It would also
enable me to become more involved on campus which is something that I need to do
a little more.
I am within 14 hours of graduation.
Too close to graduation.
I haven't been notified of my eligibility for any honors courses.
I graduate this semester.
To be honest, I have no idea how this honors program works. But if you consider that
this will affect me for the long run in a most positive way, then I will most likely be
interested in being part of it.
I am graduating.
I am unsure if there are many art honors classes. I believe their may be one.
I need more information but every advantage and opportunity that is offered to me I
want to pursue.  
Possibly.  I do not know much about the program.  
I am really not sure if I will or not.  
Honestly not aware of anything dealing with the honors program.  
No one told me I was eligible to enroll in the Honors program (which I would have  
really liked to have done), and now I can't because I'm graduating this Saturday.  
I dont know about the honors program  
not sure they are offered in my major, not needed for padding my resume.  
honestly I am not sure I am really going to go what is needed for me to be a nurse  
I just never really thought about it. I have been focused on the courses outlined for my  
major.  
I'm graduating in December  
I am graduating this May  
I believe those courses will help me with my major and future goals.  
No one ever suggested as much  
don't know the benefits or if they have honors courses in the math department  
i think it would beneficial towards my academic achievement.  
too many classes to take with added minor  
I will be graduating following the Spring semester  
Graduating  
I am graduating as an undergraduate student this year from UNCC. While I was picked  
from this survey and will be graduating with departmental honors with two majors  
when I applied for the Honors program at UNCC my first year I was denied from the  
program.  
Engineering is enough work as it is. Plain and simple.  
I don't know anything about honors course.  
I'm graduating after the summer session.  
I dont think I'm ready  
I am not sure how enrolling in an honors program would benefit me  
They're way better than the regular classes. I actually like attending my Honors  
classes.  
don't think they are part of the RN-BSN or the NP programs that I am interested in  
I am unsure of what honors courses entail.  
Not enough time  
I am not sure how to enroll in honors courses. I haven't been informed on anything  
about honor's courses.  
I would be interested, but I'm not familiar with the honors program. It would be  
something I would inquire about in the near future.  
Unless they are offered within my departments, I probably won't take any more since  
they won't fulfill any requirements I have for graduation  
I am graduating in May 2011  
Never considered it.  
I am graduating.
I'm a transfer student from the University of South Carolina. I was in their Honors program for two years. In my experience, the honors courses were taught at approximately the same level as the general courses, except that the students typically had more money and larger egos. Some of the courses were taught in narrower topics, which I did appreciate, but I don't feel like that benefit is worth the trouble of jumping through various hoops to qualify for an honors program. This is, of course, working on the assumption that UNCC requires a student to be an officially-recognized Honors student before allowing them to take the courses, like USC does. Separately, I only require three more courses to graduate. Unfortunately, one is the prerequisite for another, so I won't be finished until May of 2012. I will likely be taking a full load of courses in the Fall (two required; three simply for my own amusement/education/interest) and only the final class in the Spring. I wouldn't have much excess time to explore honors courses. I dropped out of the USC Honors College because they sent me three or four emails every day. I did not check my email every day, so when I needed to find something relevant that someone important had sent me (advisement times, letters telling me that classes were canceled, etc), I had to sift through pages and pages of irrelevant junk from the Honors College to get to it. It was a stupid, small issue, but it frustrated me enough that I was willing to drop out of the Honors College to make them stop emailing me (they apparently couldn't take me off the mailer list otherwise). Graduating with honors was not a huge concern for me; being able to quickly and efficiently determine when I needed to be somewhere WAS a big concern for me, and it was being impeded by the USC Honors College. (Also, thank you for including a text field in your survey. Multiple-choice-only surveys frustrate me -- I need to be able to qualify my answers, else I worry that I'll be misunderstood).

I feel it may give me an edge in the job market

Honors College classes. Stimulating discussions. A step up from "student" to "scholar"
I have no intents in any honors courses on the count of UNC Charlotte 1) costs too much money 2) my gpa doesn't need to be tampered with 3) I'm approaching my last year 4) whether I take a honors course or not that will not determine my success in the job field. Its about experience, not GPA or Honors courses.
I am going to PA school
I don't plan on staying in Charlotte since I'm from Ohio
Because I have only 2 more semesters left and I'm taking required classes to graduate
i am graduating
Graduating in May
I will be in the NP Masters program and only need to take the courses to graduate.
I never learned about the honors program, but I think that is because I transferred to UNCC after my freshman year at ECU.
Was unaware of honors courses
I have no experience with honors courses. In fact when I register for classes for a semester I am looking for "required" classes, not paying attention to the fact if they
are "honors" classes or not.
I don't know what honors courses are.
Masters program if honors classes are offered
Only engineering classes remaining to finish both degrees
If I am able to. I do not know anything about them honestly.
Because I am graduating, however I will be attending school for a masters degree
sometime in the near future.
Didn't plan on it or take honors programs into account, and now I'm almost finished
with my degree and have the courses I will be taking plotted out.
I will be graduating
Wasn't aware of them. Don't know what they're about.
Cause I'm on a boat
too late, getting ready to graduate
I DO NOT KNOW THE BENEFITS OF HONORS PROGRAMS
Working full-time and taking online classes make it difficult to devote the time
required to fulfill these types of courses; however I am not completely ruling out the
possibility of enrolling in these classes. I do love a challenge!
I graduate May 14, 2011. I have been accepted into Graduate School here at UNC
Charlotte. I will attend night classes and continue to work full time on campus.
To gain experience and knowledge as well as to help build up my resume for graduate
school
Never heard about it
I'm graduating this semester.
I am not sure when or how to sign up for the honors classes, however I would really
like to.
Feel like it would be a significant amount of more work to do, and I don't feel like
taking them would benefit my studies or my search for a job after an inordinate
amount.
I am not sure if it applicable to my course of study.
I am not exactly sure when I will be taking an honors course.
I'm a part time student who works 40-60 hours a week, and since this is the first I've
heard about the honors program I know nothing at all about it.
I do not know much about the honors program and I am not sure what enrolling
entails.
I don't think I would be eligible.
I may be enrolling into an honors course at some point in the future, but I do not have
a lot of information about them.
Graduating
I only have one more year of school after this may
I plan to pursue a graduate degree
I'm a second degree seeking student and as much as I would like to do honors, I don't
have enough remaining credits
The requirements to be in any of the Honors programs (especially University Honors)
were too time consuming and poorly explained to me so I decided to remove myself from the program
Not enrolled in the program
I don't think I will have time to. After I declare my major, I'll only have a few classes left to take.
I haven't really thought about it, but I'd like to look into it
I do not see the importance of enrollment in an honors program.
Not sure I could handle it.
To see if I can do it or not and for credit.
I am almost finished and don't even know if there is an honors course section that I could take in my few remaining courses.
Challenge myself.
Honors courses are harder, I wouldn't like to fail something.
not interested

16. What do you think would be the greatest advantage of being a part of an honors program (either University or departmental)?

I can't answer this because I know nothing about the program.
Better support structure from fellow peers and better job opportunity and exposure post-graduate.
Being more connected with the faculty.
Early registration.
Bragging rights.
Perhaps a graduate school application bullet
Resume builder and working along side the same caliber of people
It would look good on my resume and transcript.
It would be an advantage because it would allow you to participate in more activities and get to know and network with professors and professionals in industry.
Graduating with honors
Challenging courses, better access to professors, networking opp.,
It will challenge me and help me succeed.
Social networking.
Not sure. The only thing I know for sure is that it would help me with school payments. I guess it would also be a nice feather in my cap for my resume, but I'm not altogether sure about that.
As I stated earlier, I have A.D.D. and my whole life I have always struggled, and have even heard from teachers that I am a failure... seriously. Being a part of an honor society shows the complete opposite, I'm not a failure, and I have gone above average to get where I am academically... to be honest, I have always gone above average and made C's.... so to everybody else, it doesn't seem like I'm working hard, but I really do... and to finally be a part of the honor society is something to be really proud of.... another thing, my mom was my biggest supporter throughout school and she died 2
years ago... I dropped out of college for a year because I really didn't think I could ever get back into school and succeed, but I did it, and it's all for her, and I think she's been helping me through all of this along. =)

Community Service
comittance to community
resume material
being able to graduate with honors
having good recognition?
I'm not sure if there are perks or advantages because I haven't been invited and so I haven done my research.
Challenge critical thinking skills and have connections with others.
Being in a closer knit group of people with similar interests or work attitudes would probably make getting help and finding friends easier.
greater knowledge and skills, career advancement possibilities, networking etc.
It looks great on a resume
The contacts and networking
exposure to more advanced and in depth courses
Having more of an opportunity within "school". This could be friends, opportunity to meet professionals, helping the community, etc.
Unsure
I do not know.
The advanced rigor of courses would demand excellence and provide a challenge for those students who find most college courses to be easier for them than for their peers.
Chance to be around other successful students and seeing first hand how to conduct and design research in your chosen discipline.
It would probably look good on a resume. And surely, any thinking mind likes to be challenged; this seems like that kind of opportunity.
The prestige, as well as the opportunity to learn more.
A leg up on other people competing for positions in the workforce/grad schools
The connections and the educational experience that comes along with being a program that is rigorous.
Resume building and experiences with community.
More challenging classes. A better chance to develop writing skills and to read other items and articles besides textbooks.
If the student is motivated it will help them think outside the box.
I think the greatest advantage to being a part of this program would to not only motivate myself but also be around a group of peers with the same goals and expectations.
I don't have an opinion on this matter
Looks great on your transcript for employment purposes
Looks good on resume, extra enrichment
I think it would be fun to take courses with honors students because they might be
more challenging and the discussions might be more interesting. Also, graduating from an honors program adds value to the degree. The people in the group/connections made The exposure too thought provoking ideas with like minded and very different groups of students and professors that share a passion for what they teach and discuss with their students. Not sure.

To take classes that would challenge me. The bond that exist between the Honors students and professors is deep and unique. The course work is challenging but really start you to thinking about different things from different perspectives, not just your own. In honor classes, it is okay to think differently, no one expects you to conform to the mechanics of just attending lecture, memorize it and give back on an exam. The classes are way more in depth. It's a great way to prepare for graduate school and to make yourself more competitive. 

i really don't have much knowlegde about the honor program to give any comments. That it would put something on my resume, and could give me more encouragement to be more involved in my campus. 
i know nothing of it. Being surrounded by other bright and ambitious students who wish to apply themselves to best develop their talents. Being involved in an honors program may set me up with internships or job opportunities that are willing to invest their time in college students who have a future in their field.

Recognition on a resume or whenever your skills are being analyzed. No idea.

Being able to connect with others that are at a high academic level, and it would look good on a resume. Making good connections for after graduation. Interesting courses. Being to have that title on my resume, as well as the wealth of knowledge that will come my way if I do decide to join. It would look very good on my resume which could increase my chances of getting a job out of college. The only advantage I can think of is having that written on my transcript/resume. I really don’t know all that much about honors programs, to be honest, and I had no idea that I could be eligible to join one.

1. An intrinsic sense of reward. Additional advantages: 2. Resume builder, 3. Higher course material (?) Character development Extra challenge. Meet like minded students who like to work hard working with other intelligent people

To put it on a resume The greatest advantage would be in distinguishing myself from the majority of other
students, and in preparation for more challenging courses. This is sure to be the case if/when I get accepted to a graduate program at another university.

The students get to meet and associate with students with the same strive for excellence as their own. These students are also able to register earlier.

The humor of observing individuals who actually feel that they are at an advantage to their superior classmates. I have done this with professors and it is a blast!

Resume builder, challenging myself academically
You are a part of a community of similar-intellectual people who understand your jokes and vocabulary and can speak on issues other than the Jersey Shore.

I think the greatest advantage would be the challenge of working with other honors students and leaders.

It would look good on a future resume.

The honor of receiving the recognition is one thing, but more importantly is how it will deepen the understanding of certain topics. It will give me a great tools to enhance my discussion on the topics at hand and give me a forward thinking.

Resume builder
More varied and unique course offerings
I suppose it would help 'increase' a person's self image on paper. That is, that it would give a person something extra to add to a resume.

Not sure
I didn't know what it is, so I am not sure.

I couldn't say--I know nothing about the program and what it involves.

more information in my field. and working with other students in the same area as I am

I think it looks great to future employers and gives you the experience in your field. to put on your resume.

It would be a representation of my hard work and academic success and would look good on a resume!

I don't know.
Sharing classes with the same students throughout college and having classes mixed with students from all majors. (Not only restricted to those in the same major) I've enjoyed having classes more focused on thinking and creativity through honors rather than learning and memorizing for exams.

None

No idea what the benefits are here. At my other college large scholarships were offered to students in it.

I don't know.

being pushed to work harder

looks good on job app. and potentiall for scholarships

I think that the greatest advantage of being a part of an honors program is being able to expand my knowledge giving me more opportunities in my career in the future.

Also exchanging ideas, suggestions, and being involved to learn with professional
colleagues is always an advantage. 
I get to meet intelligent people. 
Research experience and working under a mentor who can also be a letter writer 
For a resume. 
It could offer more challenging classes and benefit my career search. 
Having a small group, smaller classes, involvement in the campus, benefits (housing, registration), opportunities 
The extra experience and knowledge you could potentially gain, as well as a nice resume. 
Distinguished among other students, small group 
Probably taking the courses itself would be rewarding. 
Being able to have bigger and greater learning opportunities. 
It show you are an outstanding academic student. 
resume booster 
Fast track for a career. 
I feel like after graduation it will help my by enhancing my resume and hopefully helping me get a job. 
I feel the greatest advantage would be the experience of being able to learn and be challenged at a higher level. An advantage like that for me could truly help me with my decision to go to law school and would also be a great advantage to be able to put that on an application to which schools I would even decide to apply to. 
It would challenge me to keep my GPA very high and allow me to network with those in my college. 
I don’t know. 
smaller class size; graduating with honors 
It would look good on a resume. 
Being known by professors and being able to attain reference letters more easily. 
From previous experience through high school, with enrolling in a honors program, these are looked highly upon on your resume. They can show you are willing to go the extra mile and work a little harder. 
I think that it would look good on my resume and would help with finding a job. 
Getting a better education. 
Working with other highly motivated students who like me are devoted more then average to their studies and art. Also maybe some more flexibility and more challenging art programs. 
Departmental 
I don’t know because I didn’t know that there were honor courses to be taken so I am not sure what they consist of to be able to answer this. 
Future scholarships / better chance of getting accepted into competitive Graduate Programs 
not sure 
The contacts made and experiences that take place and the recognition some programs may have.
In terms of your resume, it shows commitment to your education and that you are someone who goes above and beyond what is expected. It would also put you in classes with students who really care about what they are learning. I am so weary of 18- to 22-year-olds who think they know more than the professor.

Being able to put it on my resume
I think it would look wonderful on a resume and I'm positive it will assist the individual in getting into graduate school.

Expanded academic opportunities.
I see none.

Help with time management.
Don't know

-smaller classes - close friends - more clout to degree program

The network that opens up
Putting it on a résumé, maybe?
It is a great plus to put on ones resume. This would help when looking for a job.

Social connections that may lead to business connections later in life.
Looks good on a resume.

Networking benefits
I believe that it would be a great resume builder as it would provide me with extra experience that would greatly benefit me in my future career plans.

Close ties to faculty.

Intellectually challenging and stimulating, more in-depth and detailed instruction.
I was president of an honors society at UNCA and it helped me build business and leadership skills as a young student. However, my sorority was more beneficial to my connections and profession in the long run.

It would look good on a resume. It is something to be proud of.
The job opportunities and people you would get to meet.

it would be challenging and look good on resumes.

Possible enhancement of resume.
i don't know what the program does, so i don't know.

Your able to connect with like-minded individuals who all believe in challenging themself to be better. That connection can only benefit you.

As I am super ignorant, I do not know.

Being able to be around people who have high standards, which will help push you to succeed.

One advantage would be working with other students who have the same passion and dedication as I do. I also think networking and working with faculty is important as well.

I think it will look great on my resume. Some benefits, too.
It would be a great way to get more involved within a department or with the University as a whole.

The advantage of the network of people I would meet or gain access to.
More opportunities
It would have been great to be a part of the departmental Biology honors program because you have the opportunity to participate in research.
not sure
Extra Learning opportunities
I think it would look good on a resume and I the courses would be interesting.
none
It would look good on a resume and I would assume you learn more with more difficult curriculum.
Future employers could easily see that I am intelligent and I could sign up for classes earlier.
I think being an Honors student may increase my chances in being accepted in a graduate program.
The critical thinking skills learned along with the advanced knowledge and preparation.
I have no knowledge of either the University of departmental program thus I can't comment on the advantages or disadvantages.
I'm sure it provides you with a lot of information and tools to succeed in your major and what you need to do study on the next level, like graduate school.
Not sure
As I stated before I think it would increase the challenges and obstacles that I may encounter throughout my college experience.
Being a part and getting to know other students who excel just as much as I do.
For a younger student (traditional age) I think it would be a great way to make friends and get involved in campus activities.
something to put on my resume
I'm sorry I'm not sure
i suppose it looks good, but again i mostly wanted the experience of doing all aspects research
Looks good on your resume
By joining an honors program you get the opportunity to become to successful and lead a path that could take you to greater places. Another advantage would be meeting other individuals in the honors program and getting connected with more people.
The greatest advantage would, for me, to help in obtaining a job after graduation.
More challenging classes means a better education
Higher GPAs
To challenge myself and spice up my resume.
The prestige of it on resume and being surrounded by others of honors caliber who could challenge me so that I can continue to reach my full potential.
I do not know
Long-term benefits - looks good on resume.
Better classes and would look better on transcript/for degree.
Taking on course classes along with honors can be especially challenging for nursing or science related majors.
It would be most rewarding to be around students who want to work as hard as I do. Distinguishes one above their peers.
Great opportunities to network and extend the learning process.
Better classes possessing an edge on a resume.
No creo que haya ninguna ventaja para estar en el programa de honores teniendo en cuenta mi situación específica.
Academic challenges!
I don't know.
Resume designation
Prestige
Working with other students at a higher level
Probably getting to know other students who are serious about school.
Be challenged.
It would be great to have on a resume.
Networking with like-minded people from the program.
Better educational experience and looks better for other programs.
I think it would look good on my resume and it would be a good challenge to take on.
Striving for excellence
To learn more valuable techniques for writing, research, and thinking.
Supposedly it looks good on a resume.
To be pushed academically and a good experience. Also to help me get into grad school and perhaps get jobs in the future.
Working on a higher level and having it to put on transcript.
Put in on your resume.
The pride, the self-estime are some values we may not oversee. The courage and the desire to achieve ones goals and challenge other people may be considered as well.
Help me become a better student and be more involved.
I am unsure of the potential advantages.
I assume potential employers would view it in a favorable light.
It's a great way to meet new people, take on other responsibilities, and is a great experience to bring to one's future career.
It will be a good experience for the real world and it will look good on a resume.
It looks good on a job application.
Looks good on your resume.
Higher quality of learning. Place to meet like minded students
No idea.
I'm not sure what the wording are the questions imply. Currently I am in the Golden Key honor society at UNCC. The only advantage I have seen is that I am in an honor society is going on my transcript, so that makes me worth $.25 a dozen, as opposed to a dime a dozen. But I guess the few pennies add up here and there.
To gain additional knowledge and experience in my field of study. I assume it would be a good thing to put on your resume. Gain of more experience and knowledge, opportunity to achieve more. networking

Looks better on your resume/transcript.

You get special recognition for your hard work in college.

It allows you to have a deeper understanding of the subject matter and forces the student to think deeper than what is on the surface

I don’t think there is any advantage to the honors program.

I think that it will be able to challenge me not only academically but challenge my responsibilities and allow me to see how capable I am.

It would look good on your resume. Fostering better relationships with motivated students and professors.

I believe the greatest advantage of being in a honors program is what you learn from it. The information that I pick up will only strengthen my knowledge and make me a better person.

I really do not know.

More focused and productive learning

Resume builder and networking.

More challenging; more rewarding

Recognition of my academic achievement, contact with other honors program participants, and professional contacts in my academic field and career field.

It allows you to stretch yourself and prioritize.

It broadened by knowledge of other subjects besides nursing.

The smaller classes and getting to know professors.

I am not aware of the advantages.

I think the extra demand would push me to learn more and achieve a higher understanding of relevant information.

It allows you to meet new people and put it on your resume.

Networking with other students and staff

It would make me push myself more as a student and probably better my education.

Networking with other students and staff

The opportunity to learn more about a topic, to challenge myself and to add to my resume

I am not sure.

good for graduate school applications, do not know enough about the program to
To graduate with honors. It would be nice to add to a resume and have others inside a group who are studious and goal-driven like myself. It allowed me to have professors that stimulated my thinking more so than other professors. It allowed us to have smaller classes and smaller sections within larger classes. It also was an extra challenge and connected me with people that were also dedicated to their studies like I was. Makes me look better? It would look great for my continuation for Graduate school, as well as introducing me to more faculty and students. not sure Networking The added expectation of the student’s work ethic may serve as a tool for extra encouragement and inspiration to work harder. I feel that being apart of an honors program would benefit the student after graduation when the student begins applying for jobs, or applying for graduate programs. I feel these programs give students an edge above other students who are just as well qualified. Being involved with other motivated students and being challenged. Maybe more interaction with higher caliber students? It would look great on a resume/transcript. Being able to meet new people and getting involved in the community. To have a huge feeling of self accomplishment that I completed something most people don’t. It would look good when I go to apply for graduate school. To be challenged. resume, and more experience Very discussion based and lets you get so much more out of the class. It could open up some great opportunities It is perceived that Honors students are more intelligent, compassionate, and that the program is very selective. Maybe the instruction would be better. Recognition Recognition for future employment Jobs Achieving a higher level of understanding of my course of study. I could learn more than in a regular course program. It would also provide a beneficial distinction on my degree and resume. I honestly have no idea. To be recognized as being part of the program Looks good on resume. I believe the greatest advantage would be the leg up it would give me when applying
into the Masters Program.
I do not know anything about the honors program.
It awards your successfulness in the classroom, and boosts confidence in the individual that has been working hard.
The challenge.
Be told 20 days before I graduate
Priority Registration
I don't know because I don't know anything about it.
getting involved in your department and challenging myself
It would be great for a resume
The opportunity to network, and make new contacts.
The recognition of graduating with honors and the increased academic level of the classes.
I would expect my fellow students in the honors program to be more serious and more motivated than the typical college students.
Being able to have that on my transcripts or resume.
Sense of pride for doing the extra work and completing it successfully.
I guess the learning experience and the involvement in a more selected and exclusive group of students
It would look good on a resume.
Standing out to potential employers.
Recognition of achievement.
It would look great on a resmue and potentially help get you your dream job.
Pad the resume
I'm sure it would look good on my diploma, my resume and help with getting a job.
I'm not sure.
I have no idea...since I am unsure of the program
Networking
Would look good on resume, enhance learning, provide more opportunities
It would be great on my resume and it could help me prepare for grad school and other internship pertaining to my major.
Easier time getting into graduate school
Obviously, getting a better education.
it would great on my resume but i really think i would enjoy the courses even more than the regular classes.
the additional chalenge as well as the opportunities avaiable upon completition
Looks good on a resume
The greatest advantage is that such participation is a reflection of your achievements academically; it is not an achievement that is brought to light based on any factors outside of those.
Networking and being in a scholarly community
The greatest advantage for me would be more along the lines of personal achievement.
It provides recognition for the student along with also putting them with a distinguished group of other students who want to work harder then just the average. Looks good on a resume. Shows you can do more than others in that field. It looks good on the resume. 
dont know
I am not sure
A diverse way of thinking is utilized and its more so related to the world in which we live.
prsonal development and better educational opportunities
I am unsure of what there programs entail so all I know is that they look more preferred when seen on a job application.
Looks great for Graduate programs.
Networking opportunities, being able to work and be in contact w/ other honor's students, maybe an increase in interest
I don't know. I believe I've seen some information regarding an Honors program but it wasn't something I thought I could qualify for. No one has ever discussed it with me. Research experience; opportunity to complete a thesis as an undergraduate student; adds to one's resume and grad school applications
#1 The experience of a challenge. #2 Prepare you possibly for a Masters program #3 It would look great on your transcripts when applying to graduate school.
Unsure
Networking and professional development opportunities, including access to better professors, service learning, and advising resources.
"Getting away from the idiots" is the first answer that springs to mind, but in past experience, even the Honors Program didn't serve that purpose. I am a harsh, judgmental person. I dislike anyone who refuses to actively engage their world on an intellectual level. College has given me a whole new level of despair. It makes me horribly sad to look around and think, "This is the college educated population of America. These idiots will be voting-- NO! These idiots are *already* voting. God save our poor stupid little souls." My whole life, I was told "It gets better in college." When I was literally pulling my own hair out in high school from sheer boredom, teachers patted me on the shoulder and said "Only the clever people go to college." Idealists. It got better, yes, but only by a fraction. So I told myself I would go to grad school, because surely the idiots couldn't follow me there. That would be my safe haven of intellectual pursuit and personal expansion. But then I met grad students. They're exactly like undergrads, but overworked and underpaid. The idiots still get through. HOW do the idiots still get through? I'll never understand. (Can you tell that this question is a frustration trigger of mine?) So getting away from the idiots, finding a haven of people who are similarly interested in expanding themselves instead of half-assing their way through college, is clearly not a viable answer. I suppose the best benefit I found in the USC program was the way it allowed a class to focus more narrowly on a particularly interesting subject instead of trying to force interesting material into a survey course. I took a fantastic course called God and the Gods: Yahweh and the Canaanite Gods in Ancient Israel. Niche topic, to say the least,
but I learned so much (and the history of the Monarchic period of the Old Testament has always fascinated me).

Being able to collaborate with like minded students. Having someone to push you to be better than you thought you could be. Sense of accomplishment

It would look better when trying to find employment after graduation

I honestly do not know.

Enhanced class environment where grades are important, but more importantly are the discussions with enlightened people and their ideas.

N/A

I am not sure that there would be an advantage.

N/A

Being able to add to the university and make an impact.

It would look good on graduate school applications and make courses more challenging.

An enriching experience

The ability to network with others that are high achieving and have the drive to better their career.

Looks better on your transcript or diploma.

I have no idea

I don't have any specifics so can't comment.

being around people who are high achievers

being able to get to know your fellow classmates on another level

Looks good to others. prestige

It would look good on my transcript, It would allow me to meet other individuals who may or may not be in the same classes as myself.

more oppurtunities

I'm not sure, I'm not very aware of the perks of an honor program

It would be a good asset to have to graduate study

The challenge and recognition.

Graduate school brownie points

again, i'm not sure what an honors program entails

I THINK IT WILL SHOW WHAT KIND OF STUDENT YOU ARE

The self-enrichment and achievement would be a great advantage.

I would love the small class size and the ability to work with high achieving students such as myself. I would also enjoy working more one to one with the professor.

The knowledge and experience gained will help out a lot in future endeavors.

Look good on resume

The smaller group of students - it provides more competition and a good community.

The greatest advantage would be the additional challenge of the coursework coupled with the additional contact with professors and other like minded classmates. I feel it would be a preparatory setting for potential further degree programs.

Looks good on resume

To improve my GPA
It would look better on a resume in the future.
As previously mentioned, I know nothing of the honors program and therefore cannot weigh in on the possible benefits.
Not sure... I would have to learn more about it.
I think the greatest advantage would be that you would be challenged more. I believe that you should work for things rather than just having it. I would like to be challenged more in course work.
It would look great on a resume or graduate school application.
Not sure... I would have to learn more about it.
I think the greatest advantage would be that you would be challenged more. I believe that you should work for things rather than just having it. I would like to be challenged more in course work.
It would look great on a resume or graduate school application.
More challenging and grown-up classes. As an adult student, some classes are really too easy and therefore really boring. It would also feel great and look good on resumes to have graduated with honors.
It would be a challenge and it would show that I am up to setting a higher standard for myself.
Better chances/more clout for resume.
I would assume that an honors program would strengthen my knowledge and skills related to my study focus and increase my value in the job market.
The credit of doing the program.
Working with people who want to learn.
A challenge and show that you can achieve more than just the average degree
It would help to make me strive harder and feel more accomplished.

17. What do you think would be the greatest disadvantage of being a part of an honors program (either University or departmental)?

Extra requirements of a structural format of the Honors program that would take away from independent study options the student may have.
I can't think of any disadvantages.
Graduating and finding out that employers seriously don't care about high GPA's (mine will be a 3.8 at the end of this semester) or "honors" programs. So in essence, I'd be wasting time.
Extra work that translates into equal pay with under-achievers in the "real world". This is largely thanks to labor unions and the progressive choke-hold on businesses through insistence on "wage equality" and opposition to merit-based promotions and salaries.
more commitment to studies.
None
Would require more work and more time spent as an undergraduate.
Seems like a lot of extra work.
Course load per semester
It will be challenging.
Decrease in available free-time as it would be contributed to another activity.
That would have to depend on the honors program in question. The only thing I can think of for sure would be that it would require even more work on top of both my current classes at the time and any outside job work that I'd be doing.
I don't think anyone should feel that being a part of the honor society is a disadvantage, I think it's a privilege..
Consumes time that could be spent working on schoolwork or earning money to pay for college.
even time and harder classes
extra load of work
more work
not having a flexible schedule could interfere with other personal plans.
Again I'm not sure because I haven't done my research.
The extra work load that may infer with family or social life.
lot's of extra work
Work strain, or more difficult classes with higher work loads making it harder to maintain high grades in classes.
I work full-time so flexibility would be the biggest disadvantage for me.
Scheduling conflicts with my work schedule, which is imperative to me being able to attend school.
The time to do the work
the amount of time commitment and the extra work involved with it
I feel that doing this is not worth it in the end. Yes you get to have special moments, but I want my college experience to lead to my future. I feel being involved with honors does not give you a head start in the job market. I know many honors kids, my g/f is one, and they seem to think they should get every job available.
Unsure
Scheduling conflicts.
If the proper dedication is not given, an honors program could easily become overwhelming.
Nothing!!
There exists no disadvantage if you are willing to put in the time and effort to succeed.
The extra work.
The extra work
The time you would have to devote the completing the extra work load.
May hinder graduation date until later
work load and inflexibleness of course schedules
If a student isn't motivated then it would be a waste of time for them.
Don't really see a disadvantage
I don't have an opinion on this matter
additional work required while working full time
Extra work
I guess if it were CONSIDERABLY more work than the regular program, I might be deterred because I am already pretty busy as is.
Extra classes
In my experience, I don't think there is a disadvantage outside of trying to join one beyond your sophomore year.
Not sure.
I can not think of any.
I don't think there is a disadvantage at this time.
Can be time consuming at the University level with community service, but in the end it is well worth it.
if I am not able to be at every event offered by the program due to work that would not work for the best for both the program or myself.
i know nothing of it
Perhaps become close-minded and too one-dimensional in thinking that people that dont have qualities such as those in the honors program are of no value.
An honors program may require extra work that may interfere with an already hectic schedule.
demanding work that may interfere with regular coursework
Feeling like you have to live up to it.
Having to fit the extra stuff with major classes, and as far as departmental, maintaining the GPA and if the thesis project is not an A no accreditation will be recieved.
All of the extra work.
I don't really find the work load as a disadvantage, but the work load would take time to complete and that means giving up that time to being able to work to make rent. It may be too much work for my schedule and I may become overwhelmed.
I have no clue.
None. Some people may say that, "Oh, it's a disadvantage to join because it is extra work." Well, how hard you work goes hand-in-hand the amount of success that you will achieve. Of course it is going to be more work.
Stress
none
more work on an already over bearing workload
No idea
Since I have had no contact with anyone concerning any honors programs, my ignorance prevents me from being able to address this question fully. I can only assume a greater workload and time sink would be the only negative consequences from joining an honors program.
higher standards
The extra work load and the competitive nature in the program. The threat of becoming a narcissistic, self-absorbed "academic". None
It costs $$ to join. Money that I do not have because parking is outrageous, and tuition keeps going up. A lot of extra work. I don't see disadvantage of being part of an honors program. More work/time
Added level of complexity when designing class schedules
Extra fees. Not sure
Same answer as 16.
I couldn't say--I know nothing about the program and what it involves. More school work. Making time.
That it takes up to much of your time. There are other things that can go on your resume that you enjoy and would be much more worth your time. Having to take extra classes that I do not feel the need to take. Required to be involved socially even though I do not live on campus. None
Extra work to just get a name
Again, I do not know enough about it here. Probably would take a lot of time. time the time consuming extra work
I think that the greatest disadvantage of being a part of an honors program is time management. It would be a challenge to balance work, classes, honors program and personal life. The courses may be very hard! Not much of a disadvantage, unless you were truly unprepared for the workload Time constraints. None
The work load may be overwhelming. More hours to devote to classes and meetings and volunteering I am not sure what would be negative other than the fact that there will be a lot of pressure put into staying in the program. Since I have a two year old daughter I would say all the extra work. Not sure. being expected to do extra work Extra Work I know that the workload will probably be greater than I am currently experiencing. The greatest disadvantage would definitely be the extra time necessary to be put into being part of an honors program, but it would also be time well spent where I am
gaining more knowledge and accomplishing things that I would not have even thought I would have to opportunity to do.
Taking the courses that are needed to stay in the program rather than other courses I am interested in.
I don’t know.
too much extra work to earn the same degree as someone who is not in honors.
It seems like a big time commitment.
More work, more time.
I don’t have a disadvantage.
The amount of extra time that would have to be devoted to those classes.
The demanding schedule.
Might be a lot of work that could be more overwhelming then the degree already is.
University
I don’t know because I didn’t know that there were honor courses to be taken so I am not sure what they consist of to be able to answer this.
not sure
The additional work load.
Time commitment would make it difficult to keep up and work full time.
it would be very time consuming
The only disadvantage could be is the extra work but someone joining an honors program should be aware of that. Also the advantages outweigh the disadvantages.
The additional work and time requirements.
That there is none. Hah!
All of the work could cause great distress.
Don’t know
-time consuming
The possible extra time and effort that would have to be taken away from other activities
Perhaps it would be overly stressful for little reward.
Taking me away from my studies.
possible distraction from more relevant extracurricular efforts
Sets you up to believe you have an advantage over others in the workforce, which is not necessarily the case, may lead to bigger disappointment when you don’t get a certain position.
not sure
The additional stress and time that would need to be dedicated to the honors program.
Overworked without any tangible benefits.
no disadvantages.
Extra stress and pressure. Higher expectations from faculty. Lack of meaning in the real world.
The course load that comes with it
The heavy course load and the lack of time for practices and meets.
it would be very difficult adn take up alot of time.
Possible extra time spent doing school work I may not have.
the work load
Not being able to handle the course work in addition to your major work
As I am super ignorant, I do not know.
The greatest disadvantage is trying to fit the classes in your schedule because it makes
it harder to be involved in other organizations.
I do not think that anything would be a disadvantage, but I think the time
commitment may be challenging.
I don't know enough about them to know what the disadvantages are.
I cannot think of one.
The additional work/effort/time required to complete the program.
Time
not sure
For me: more hours of work
extra work
The additional time would be difficult with my schedule.
I'm sure it would be more work, but I could do it.
The greatest disadvantage to being an Honors student is in the possibility that the
extra work will not result in a tangible benefit.
It is already difficult to embrace an online course due to now face-to-face instructor
relationship. Being in an Honors course online may not be beneficial to catch that
advanced knowledge and preparation. A course on campus, however, would be
beneficial, yet time consuming.
I have no knowledge of either the University of departmental program thus I can't
comment on the advantages or disadvantages.
I'm not sure if there are dues or not, it would also be time consuming.
Not sure
Since I am involved in other programs on campus, it may create time conflicts.
The extra workload; however I'm sure it would be beneficial.
Amount of time and work required
I'm being challenged enough without honors courses.
extra work
I'm again not sure
very demanding, not very conducive to having a job or other responsibilities
Time commitment
The biggest disadvantage of being a part of the honors program is probably the extra
workload, and it could possibly be more time consuming.
I do not think that there would be any major downsides to joining a honors program.
The extra work may become too much to handle with my major.
More work.
Workload increases
Extra work load.
No idea.
I do not know
Potentially overwhelming class schedule/assignments.
Possibly more time consuming so I could not work. Not sure, though.
No disadvantage
The extra work that would come along with being a part of the honors program is the only disadvantage that I would anticipate.
The extra time requirements.
The large amounts of time and dedication
extra requirements your advisor doesn't know anything about
having a limited exposure to the "general college population" in a classroom setting
Por favor, vease la respuesta anterior.
Academic challenges!
I don't know.
Extra requirements
Extra work
unsure
The amount of extra work involved.
Less flexibility.
I work, thus it would cut into my time to do that. If I do not work, then I can not go to college.
I'm not sure. If I had to pick something then I would probably say the extra work.
I guess a lot of time and effort put into the program?
It would be quite a bit of added work which would require more time.
Extra work and stress on top of family life and a full time job
It puts too many high level courses with big papers into the same semester.
Taking the honors courses takes away time to do other classes to get a double major and/or minors.
A lot of work.
I don't think there would be a disadvantage.
Lots of extra work that requires extra time.
Not being able to achieve ones goals, to compete and overcome challenges.
It may take up a lot of time. I am not too sure.
I imagine the courses would require more work than non-honors courses.
Taking part in any meetings where nothing was accomplished and was a waste of time.
It will be very time-consuming and take a lot of effort.
It would take extra time, that I don't really have.
It takes up too much time, you aren't able to start it later in your college career, and people in the program have complained out the program not being well run.
Time commitments
I feel that being in a "generic" (if med schools consider honor societies generic) honor society without a title of rank, your just another student with a decent GPA. The
biggest disadvantage is maintaining the GPA not only for post bachelor education applications, your own pride, your goals, but now also you get kicked out for not performing to "snuff". Another added stress factor in an equation that is already exponentially stressful. Not to mention (and this ENRAGES ME TO A POINT WHERE I WANT TO KNOW ABOUT DEPARTMENTAL HONOR PROGRAMS) I am a (if my records are updated) a bio major (however, this is my first semester here taking Biology classes, the last 3 semesters I have been taking care of my premed chemistry requirements) but to add this up, my course load is in a difficulty that is much more then others, and I feel I should be in someway set apart from someone with a much less challenging course load.

The additional time that would have to be devoted to a program.
Again, this is only an assumption, but I would think that being part of an honors program would require a lot of extra time.
Probably extra time involved.
waist of time in college
A lot of work.
It may take up extra time.
Exposure to faculty who are not in your department. Interacting with other students who have the same passion for academic success
The time consumed into the programs. I know I could make time but it will make my schedule full which I honestly don't mind because I like to keep myself busy.
Not sure. Do not know enough about it.
None whatsoever.
The hardest disadvantage of being in an honors program is probably the time it takes. I will start my year-long teaching in the fall and it might be a bit overwhelming but I am willing to try.
course load
Possibly time consuming
I think the biggest disadvantage would be the amount of work and how much time it would take to complete it all.
The extra work would be a disadvantage unless the advantages outweighed this disadvantage.
when you didn't get anything out of the required classes
Time to put into the extra work would be hard to come .by, but not impossible. I'm always up for a good challenge.
It could be very time consuming, especially for students who work full-time.
Extra work?
The extra work required would be an added stress.
The extra work when most students in the category are high-achieving in that they participate in many different activities, etc.
More work; more stress
None
The coursework is definitely a lot. It could be overwhelming depending on one's
schedule. Time management was pretty difficult with UHP and being in nursing school.
none extra work?
Time commitment
The time commitment required to participate in the honors program.
It would easily be a heavier workload.
Time consuming
The time requirements
I am not sure of that either.
none if one is eligible
Workload
the workload on top of all the other course work plus having to work to make income
Limited course times interfered with being able to complete other classes.
I don't know.
I can not think of one.
not sure
Possibly the work load, if it's as strenuous as others proclaim.
I would have more stress and anxiety about keeping a higher GPA.
The only disadvantage would be what the honors program entails, and how much
time it would take away from the students dedication to school work. If the program is
to demanding it could cause the students grades to begin dropping which would result
in disqualification from the program, and result in a lower GPA overall.
The extra time that might be required.
I am quite sure it counts far better to have an extra major, two or three(especially
desirable ones) on your transcripts and resume then any honors curriculum or
program.
If a lot of time is needed to complete and be a part of an honors program, it might be
difficult for someone whose schedule is already very busy.
n/a
I have to work a job outside of school to help pay for school so the time consumption
could be a negative factor.
Just more work. But thats expected.
Losing the edge to plan my classes around my son.
none
Requires more work.
it might require a lot of work that I might not have the time for.
I learned a month ago, that there is a "negative" perception to Honors Students. That
we think we are above other students (which we don't, but we know the program
looks prestigious), and that we have additional pressure to maintain a strong course
load and high GPA. Which is not true. The program encourages you to do well, dig into
your intellect to expand your perception of the honors course, etc. I just wish I knew
how to combat this perception.
Being separated from other people.
None

Cost and extra work
None

Extra time it would take to complete it.
Extra commitment of time and effort to a schedule already packed as it is.
I honestly have no idea.

Increased work load for something not a part of the degree.
I work full time and my 14 year old son is my top priority. I am not sure the time required for the honors program is something I have to give right now. I don't commit to anything unless I know I can do it with excellence.
I do not know anything about the honors program.
Not contributing in the honors program, whether never being able to attend the meetings, or never being able to contribute with the community service the program gives back.
That challenge requires much dedication and hard work.

Being told 20 days before I graduate
The heavy course load
I don't know because I don't know anything about it.

The additional work
The amount of time needed to participate in it.
I assume that the coursework would be more difficult which to some could be seen as a disadvantage.
The biggest disadvantage would be that a large number of courses are outside of the honors program which tends to diminish the experience.
The amount of work required.
The extra work necessary to complete the honors program.
Not having enough time to have a social life and doing extra amount of work on top of what I already have to do
It would be a lot of extra work on top of the regular course work required.

Time restraints and course load.

Extra work
There probably wouldn't be a disadvantage - the only disadvantage I encountered was not knowing about the Honors program until it was too late to enroll in it, which is EXTREMELY frustrating!

Dont know
Making time to come to Charlotte for any program is a disadvantage since I live 40 minutes away.

Extra course work may distract from main studies
Since I don't know much about the program. Maybe the fact that I would have a
busier schedule. I feel that is not a big disadvantage
Extra work on top of a very busy schedule
not having a flexible schedule that would allow me to continue working 30 hours a
week
i think the thesis would create a lot of stress and i dont know if i could pull it off.
the conflict with my time schedule as well as it not being entirely relevant
The extra work, not choosing my own electives/lbst classes and lack of schedule
flexibility
I do not see one.
It probably does not stand out on an application for employment. The time spend
working on honors classes could be used in more applied ways on campus throughout
undergraduate career.
I can't really think of a disadvantage unless it takes me away from my family with too
much work to do.
Sometimes, students who qualify for the programs are not admitted for whatever
reason. This seems unfair as I stated I am graduating with a double major and
departmental honors in both departments along with receiving this survey but was
not accepted into the University Honors Program when I applied my freshman year.
Extra workload. Sacrifice of social life for more work that may not end up helping
much in the end.
I don’t think it would have any disadvantages.
dont know
I am not sure
There is no disadvantage
perhaps extra work with a full time job and small child
I am unsure of what there programs entail.
May require too much of my time and reflect poor grades in my more vital classes.
time constraints/ flexibility in my schedule
Better job opportunity maybe.
Time-consuming; difficult to juggle multiple majors/minors along with honors
programs
Maybe a student does not have the time to put in the extra work.
Unsure
The time commitment vs actual benefits. I feel like a student could probably use his or
her extra credit hours, time, and human capital conducting research or engaging in an
internship and get more intellectual or professional development per hour spent.
See the above rant about the inability to escape the idiots. In most courses, I go in
with the expectation that about 25% of the class will be completely clueless (although
this varies wildly from class to class). In an honors course, I go in expecting better and
receiving the same thing, which somehow makes the disappointment more bitter.
TIME! The time it takes with the extra work that is required
I work as well as being a full time student so being in an honors program would leave
me literally no time for myself and I get so stressed over classes anyway, I need time
to regroup and relax just for a minute.

time commitment
The program is still relatively small, so while you do get to know everyone, the variety of people is somewhat stagnant.

Stress
membership hassles.

N/A

My work/school schedule already keeps me extremely busy

More commitment and work.

Extra time commitment with service and social activities as well as academic classes

Time
It sounds like a lot of busy work for very little benefit.

I have no idea

I don't have any specifics so can't comment.

extra work

Time

Extra workload on top of the engineering workload I already have

It would take away study time doing the extra activities

no disadvantage

Same answer, I'm not aware of what is included or entailed in taking an honors program

It may be time consuming to engage in the different projects required

Accountability for the added course load and its relevance to the degree.

Extra work that may harm one's grade point average

YOU DID NOT CHALLENGE YOURSELF

Time management. It will be difficult to ensure no other subject suffers due to the time spent on another.

There is no disadvantage.

I can't really seem to think of one

There's really no disadvantage.

I think the biggest disadvantage would be time constraints, especially for those who are non traditional students. I do feel these student type may have more life skills and coping skill to handle the challenge.

Lots of extra time and work

I do not see any disadvantages.

none

Same as above.

Doubt there would be a disadvantage.

The fact that it could become time consuming.

It would look great on a resume or graduate school application.

why would there be a disadvantage. I'm sure time and money goes in to it but it is a choice, and I believe it is worth it.

Even more pressure
It takes up far too much time (community service etc.) and does not allow one to enjoy their time spent in college or to partake in activities other than those relating to the honors program. This pertains more to University Honors than departmental.
Resume builder
Extra time and work.
Not sure. I imagine you would lose some flexibility in scheduling.
N/A
Impact on family life.
The greatest disadvantage might be my questionable ability to satisfy the requirements of an honors program.
Time constraints from other classes.
Possibly a limited variety of courses to choose from when compared with a traditional degree program.
The pressure and stress to excel.
less social life