

# Faculty Senate Ad Hoc Committee on the Honors College

## Final Report - March 14, 2024

### Committee Members:

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### 1. Charge

Provide recommendations reflecting the views of the general faculty body about the desired future direction of the Honors College (HC) at UTA.

### 2. Background and Process

In order to provide informed recommendations, the committee undertook the following:

- Met with UTA HC staff
- Toured the HC
- Considered UTA data on enrollment, admissions, methods of earning credit, student demographics etc.
- Conducted further study of HCs at 5 peer institutions (University of Central Florida, University of Houston, University of North Texas, UT Dallas, UT San Antonio)
- Consulted research conducted by the [National Collegiate Honors Council](#) (NCHC)
- Made list of all R1 universities and whether each has an Honors program or college (Appendix B)

### 3. Peer Report Highlights (for full reports see Appendix A)

#### 3.1 University of Central Florida Honors College

- Frequent weekly, often daily, symposium, speakers, workshops, social activities and other activities to encourage peer interactions and community building.
- Freshman retention rates and academic progress rates in the college are impressive and significantly higher than the general population.
- Good representation of disciplines in the college.
- Named college with dedicated building.
- Has experienced rapid growth, along with the university itself.

#### 3.2 University of Houston Honors College

Key takeaways:

- A small liberal arts experience within a big research university.
- Unique feature: a year-long liberal arts gateway course required of all Honors students called [The Human Situation](#).
- Students apply to the College (i.e. it isn't by invitation only).
- Honors-specific housing is available.

- The kind of Honors diploma students earn varies.
- Students can complete core requirements for the University and Honors requirements simultaneously.

### 3.3 University of North Texas

Key takeaways:

- Specific honors college courses.
- Abundance of scholarship opportunities just for honors college students (11 total).
- Offers a specific research track to prepare students for academic research.
- Automatic acceptance for specific incoming freshman.
- Offers 2 residence halls for HC students.

### 3.4 UT Dallas

Key takeaways:

- Named Honors College
- Prestigious recruitment
- Multiple scholarships, especially National Merit Scholars

### 3.6 UT San Antonio

Key takeaways:

- Admission to the honors college is largely by invitation only to eligible incoming first-year students.
- Honors program is a residential experience for all first-year honors students (360 residential beds).
- The first-year scholarship package covers 100% of costs for these students.
- Honors students must complete 25 hours of honors-contracted credits, participate in college social and educational activities, and complete an honors thesis.
- High impact practices offered to honors students include opportunities to study abroad, participation in a philosophy and literature circle, or engaging in internship experiences focused on leadership, legislative, natural parks and wilderness first aid, or preparation for research careers.

## 4. Background and Strengths of UTA's Honors College

The UTA HC has a long history, beginning as an honors program in the College of Liberal Arts in the 70s and becoming an Honors College in 1999, only the third at the time in the state. Celebrating its 25<sup>th</sup> year as a college in 2024, the UTA HC has significant gravitas and presence as a college, and it is the strong recommendation of this committee that we build on this established presence rather than countenancing disbanding it in favor of an Honors program. Although both program and colleges can be highly prestigious, and can be named, based on our analysis of other R1 universities (see table in Appendix A), those with programs tend to be the older, more established universities with more developed national reputations. More recently emerged R1 universities like UTA tend to have Honors colleges, possibly because it is easier to elevate the profile of a college if you do not have immediate name recognition as a university. In addition, the dedicated presence of a Dean helps a

college to grow and particularly to raise funds, which would be much more difficult with a program.

The committee emphasized this is not a situation where we have to entirely tear down and start over or start from zero, especially when we take into account some of the UTA HC's existing strengths, which include:

- High quality in-house advising by experts in Honors education
- Strong sense of intellectual community among students that carries over from their designated Honors classes
- Honors advising space, library, and deck provide students with a physical space to gather for programming and to work
- Flexibility in gaining credit and completion of Honors thesis

## 5. Recommendations

The committee agreed that now is a pivotal and exciting time for UTA Honors because, despite having a long history, the college is not burdened by entrenched traditions and ways of thinking. Below are our recommendations for capitalizing on this moment. Above all, we think it's a time for big and bold thinking surrounding Honors at UTA.

1. Pursue a **whole-hearted approach to Honors** with full commitment from the President and Provost but also the Deans. This group will need to commit to a confederated or centralized model for Honors. Most important to the committee is that all UTA students have access to an Honors path if they wish.
2. Identify a **clearly defined objective** for the UTA HC that makes it unique, raises its visibility both within and outside UTA, and propels it to become a destination college for students. The committee advises that this objective be **to provide a small college experience at the heart of a large public urban research university**. A UTA HC reimaged in this way can build a prestigious reputation by the same means successfully pursued by many urban magnet high schools. In addition, the objective should be clearly aligned with UTA's mission and strategic plan so as to differentiate the UTA HC from our immediate local competition such as UTD. The committee suggests **Access to Excellence** (or **Access and Success**) as such a pathway.
3. Form a **standing faculty/advisory council** with cross-disciplinary representation from the colleges/school served by Honors to work with and advise the Dean. In order to ensure that this committee remains active over the long-term and that its members gain appropriate guidance and recognition for their work, a formal procedure should be put into place guiding its constitution. The committee advises that each college/school be asked to nominate or elect a faculty representative to serve on this council with experience and passion for Honors education. Each faculty representative will then serve as the Honors liaison to their college/school. The faculty/advisory council should also include representatives from other relevant units such as Student Affairs, International Education, Undergraduate Research, etc.
4. Reinstate robust **articulation agreements with TCC and other local community colleges** so that transfer students can apply more honors credit, increasing recruitment to honors from local 2-year colleges. Prioritizing access to excellence

should also include creating a second track for transfer students with no pre-existing Honors credit.

5. Grow the HC to **1500-2000 students** (921 are currently enrolled) and ensure that every college/school has a cohort of sufficient size to allow for a shared experience. A goal should be set for Honors students at around 7-10% of the undergraduate population (taking into account UTA's large population of part-time students who do not typically pursue Honors).
6. Be open to the fact that the best students could be anywhere and establish **multiple and flexible pathways for enrollment**, including by: invitation sent to all freshmen and transfer students under x number of hours who meet pre-set criteria; recruiting via traditional methods; offering a "trial semester" for first or second semester (freshmen or initial transfer students) who meet or have promise of meeting criteria for admission. Be expansive not exclusive: move beyond the traditional Honors recruitment model based on narrow criteria of merit and develop an innovative suite of strategies to find the students who will thrive in this environment.
7. Ensure that courses taken in Honors meets the NCHC threshold percentage of a student's total number of courses: ideally **20-25% but no lower than 15%**. Consider hiring dedicated Honors faculty to teach special sections of core courses or, if continuing to rely on "borrowing" faculty from other units, consider offering these faculty 1-3 year(s)-long "teaching fellowship" to work exclusively in Honors so as to enhance the visibility and prestige of the task. This latter could operate as a middle-ground or "trial run" towards eventually gaining Honors-dedicated faculty lines.
8. Increase the number of **dedicated Honors classes** and greatly diminish the reliance on contracted classes. A distinctive Honors curriculum should be developed, which could take the form of a one-credit course in the first semester followed by a three-credit seminar to fulfill a general education requirement. This seminar could have a few different forms that appeal to different disciplines or be intentionally interdisciplinary.
9. Account for **faculty work** in contracting classes with Honors students (in workload or financial remuneration), especially as the student body grows.
10. Establish **more Honors scholarships** and elevate the number of Honors students who are successful in gaining prestigious external fellowships. An Associate Dean position should be created to work with Enrollment Management and Development and Alumni Relations on packages, which could be named and even fairly modest in monetary terms (for example, merit awards of \$1000 per year for four years would be meaningful).
11. Be attentive to the reality that the best students require **support**; develop in-house intervention and academic services that can reach out early with personalized assistance plans to improve student retention.
12. Build **community through spaces**, including a larger central space that includes classrooms and is exclusively for Honors and dedicating part of a hall of residence to Honors students.
13. Establish an **Advisory Board** and/or Alumni Board to work on fund-raising, mentoring and job placement of current students, internships, raising the profile of the college, etc.



## Appendix A: Full peer reports

### A.0

#### Rubric for Peer Reports

Please write a report on Honors at your assigned institution that includes the information listed below, in this order and format so that we have consistency between reports. Please also include any other details that you find pertinent. Try to keep the report succinct but descriptive and clear. Our deadline for the peer reports is **January 22<sup>nd</sup> 2024**.

**Heading**— Name of institution  
Name of Honors College

**Overview**— A brief description of the institution itself, including: number of students; areas of strength/achievements (rankings); nature of institution (e.g. public research, urban, size and location of campus, etc.)

#### Description of Honors—

Including the following information:

- College or program?
- How many students are enrolled and what percentage of the overall student body does this represent?
- Are honors students both part-time and full-time?
- What are the admission requirements and what is the application process?
- How is honors credit earned? (dedicated honors classes; contracts in regular classes; other system)
- Is there an honors thesis?
- What is the stated mission of honors?
- What HIP (high impact practices: internships, travel abroad, service learning, etc.) or experiences are included? (specify whether or not these are extra-curricular or intra-curricular)
- Are there honors specific scholarships? How are students with scholarships featured (is this a selling point of the program, etc)?
- Is this a residential honors program, fully or mixed?

### A.1 University of Central Florida Honors College

#### Overview

UCF is a part of the state of Florida university system, with about 70 thousand students at UCF. The Burnett Honors College admits students in the first and second year of undergraduate studies as well as a smaller group later in their career as well as transfer students. The honors college began accepting students forty years ago and the college and university have experienced rapid growth. The honors college houses about 2400 students in total, about 4% of the undergraduate student body. Roughly 13 thousand students are alumni of the college. The college has a full time Dean, a fairly large full-time staff and a dedicated building (the Burnett Honors Building) built 20 years ago. The college also has exclusive use of large parts of other buildings on campus.

The Honors college has a very extensive web presence (<https://honors.ucf.edu>) which is updated frequently (in the few weeks that I have been looking, I see updates weekly, and sometime more often.) They also have a very comprehensive guide and plan (Burnett-Honors-College-Strategic-Plan-20210218-FINAL-Print.pdf) that contains up-

to-date and details about honors college life including living arrangements, acceptance, programs of study, undergraduate thesis and much more of interest. They claim that 96% of the honors college graduates either go on to grad school or find employment within two years of graduation.

Faculty teaching honors courses may elect to either teach reserved sections of courses or as part of other, regularly scheduled classes, depending on the academic discipline. Undergraduate honors theses are done in the last two years of study, are individualized to each student and are two to four semesters in duration. Each thesis is researched, written, defended and published through the university library. Thesis may be specific to a student's major or may be interdisciplinary. Thesis may be graded (A..F) or pass/fail determined by consultation with the student and faculty supervisor.

There are frequent weekly, often daily, symposium, speakers, workshops, social activities and other activities to encourage peer interactions and community building, most of these are open to all UCF students. Both freshman retention rates and academic progress rates in the college are an impressive 97% , SAT scores are about 250 points higher (1450) than the average for UCF. There is also the opportunity for on-line honors courses as well as thesis work. The students in the college are about one quarter Hispanic, and about 10% Asian; about one third are in the college of science, about one sixth each in humanities, health/medicine, engineering.

The UCF Burnett Honors College is a very dynamic, well presented and impressive institution in a very large university.

## **A.2 University of Houston Honors College**

### Overview

The University of Houston (UH) is an urban, public research, Tier One university located in south central Houston. As of Fall 2023, it enrolled 46,676 students (37,356 undergraduate), making UH the third largest university in Texas. 31% of the students are Hispanic; 23% are white; 21% Asian American; 9% are African American; 11% come from international locations; and the remainder identify as Native American, multiracial, or did not share information about race or ethnicity. With these demographics, UH is the second most ethnically diverse major research university in the United States (according to their website). It advertises itself as being accessible and affordable, and seems to be making a big push to invest in nationally competitive research endeavors. *U.S. News and World Report* ranks UH #31 nationally for social mobility; #133 overall among national universities (cf. UTA at #236), #70 among top public schools (cf. UTA at #129), and #97 among "best value" schools. According to *U.S. News and World Report*, their admission rate is 66%.

### Takeaway

This Honors College sounds amazing; I would be thrilled if my daughter were to attend it. The major selling point for me is the year-long humanities sequence they require of all students. They want to give students a small liberal arts experience within a big research university.

### Description of Honors

- UH has an Honors College, not a program. According to their website, they have 667 Honors students incoming in Fall 2023 (that's **10.6% of their entering class**). They claim to be one of the Top 10 Honors programs in the nation (according to whom is unclear). They also house Phi Beta Kappa, the nation's "oldest and most prestigious" Honors society (we do not have a chapter at UTA).
- They have a two-semester liberal arts gateway course required of all Honors students called [The Human Situation](#). It sounds like a great books course, and I love it. I would say this counts as a "high impact practice."
- It looks like they offer specific minors for Honors students only, and many of them are interdisciplinary. Others sound pre-professional. Some of their minors are: Creative Work, Leadership Studies, Honors Program in the Health Profession, Honors Engineering Program.
- The Honors College is deeply invested in and engaged in the Houston community, particularly with teachers. The College offers a two-week summer seminar called "Common Ground" for local teachers (not students), and it gives them tools to teach literature.
- It looks like entering freshman, current students, and transfer students can join the Honors College, but I don't see anything about part-time/full-time. They do have a [profile](#) of their entering class that breaks it down by race/ethnicity, test scores, and field of study. Natural Sciences and Math have the most Honors students, followed by Liberal Arts and Social Sciences, and then Engineering.
- To be eligible for the Honors College, students need to gain admission to U of H. Beyond that, applications are evaluated holistically, though most successful applicants come from the top 10% of their graduating class and have SAT scores of 1300 or above. Mid-career applicants need to have a GPA of 3.25 to be eligible. There are two Honors admissions periods: fall and spring. The application consists of
  - An online application form
  - A full-length academic essay: a literary analysis with a central thesis and strong supporting arguments, 3–5 pages
  - Résumé or list of activities and interests
  - High school transcript (high school seniors only)
  - Transcript of all college-level work
  - SAT or ACT scores (high school seniors only)
- Credit is earned mainly through dedicated Honors classes; they describe themselves as a small college within a large, metropolitan university.
- UH offers Honors housing, but it's not required. 60% of Honors College freshmen live on campus, and the Honors College sponsors residence halls.
- Scholarships are available to Honors College students in amounts ranging from \$1,000 to \$1,500 annually. To be eligible for consideration, incoming Honors College students must attend an [Honors College Open House](#). Scholarship decisions are based on financial need, academic record, and leadership. Current Honors College students are also eligible for Honors College scholarships and [must apply](#) to be considered.
- Students may earn different "levels" of honors designations. Students who complete 36 semester hours of the [Honors College curriculum](#) are eligible to graduate with [University Honors](#). Students who also complete a [senior honors thesis or project](#) are eligible to



graduate with University Honors with Honors in Major. Students who complete a minimum of 21 semester hours in [specified Honors coursework](#) graduate with [Collegiate Honors](#). Collegiate Honors students also have the option to complete one of three [Honors minors](#) to fulfill their Honors course requirements. Collegiate Honors students may also complete a senior honors thesis to graduate with Collegiate Honors with Honors in Major. Students who fulfill the requirements of their major with distinction and write a senior honors thesis graduate with Membership in the Honors College with Honors in Major.

- The [Honors College curriculum](#) allows students to complete core requirements for the University and Honors simultaneously
- The mission of UH Honors College is, “[a]s a national leader in curricular and co-curricular education” to cultivate “a community of agile and innovative thinkers, engaged citizens and lifelong learners.” High impact strategies to achieve the mission include, creating a, “small community of motivated learners with the opportunities of a diverse and cosmopolitan major research university”; “global engagement, service learning and mentored research”; preparing “competitive candidates for major awards.”

### **A.3 University of North Texas Honors College**

#### Overview

- Total enrollment => 46,940. Public research institution. Location => Denton, TX
- 114 bachelor’s degrees. 136 master’s and doctoral degrees.
- 89 academic programs ranked among the nation's Top 100.
- 1,800 outstanding faculty, including many distinguished scholars, researchers & artists.
- Ranked 10th in the nation as a top destination for transfer students by *U.S. News & World Report*.

#### Description of Honors

- [Honors College Handbook](#)
- Purpose of an Honors education is to prepare students for graduate study, career building, and all the learning pursuits of a lifetime. It is about academic challenges and intellectual growth in a world of opportunity.
- The mission of the Honors College is to enrich the academic and intellectual experience of talented and motivated undergraduate students by promoting the pursuit of excellence. Honors students have opportunities to build an intellectual and academic framework that fully prepares them for graduate school, a career, and lifelong learning.
- Benefits of membership: specially designed classes to provide a challenging but supportive academic environment; training in research methods and skills, and opportunities to present research at undergraduate conferences; advising by the Honors academic counselor; priority registration; eligibility to live in two designated residence halls; access to the Honors College Student Lounge; opportunities to engage with Honors College staff, faculty, and deans in informal settings; invitations

to special Honors College events; assistance in applying for major scholarships; special library privileges.

- To be eligible for Honors requires no defined GPA; if admitted, members are asked to maintain a 3.0 cumulative GPA to stay active. Members pursuing an Honors College award are asked to maintain a 3.25 cumulative GPA. Incoming freshmen (first year), students already at UNT (continuing), and students transferring to UNT from other universities (transfer) are all eligible to apply if they have 3+ long semesters (fall or spring) left in their collegiate career.
- The application process has two options: Spring 2024 incoming freshman with one or more of the following - UNT Meritorious Scholarship for National Merit Finalists, Terry Foundation Scholarship, Texas Leadership Scholarship or a President's Level or Dean's Level UNT Excellence Scholarship - receive automatic acceptance into the Honors College. Students applying - (1) Select incoming freshman, continuing student, or transfer student. (2) Complete the written portion of the application. Write a 250–750-word response to 1 of 5 questions. The goal is to share how their personal, academic, and professional experiences make them a suitable applicant for the Honors College.
- There are 11 scholarships specific to the Honors College: Pat Conroy Honors College Scholarship; C.J. Davidson Honors College Scholarship; James and Ruby Leliaert Honors College Scholarship; Larry McMurtry Honors College Scholarship; Leslie H. Palmer Memorial Honors College Scholarship; The Walter and Mary Prichard Honors College Scholarship; Rosalyn Reades Honors College Scholarship; Honors College First Generation Scholarship; Honors College Continuing Student Scholarship; Honors College First Time in College (FTIC) Scholarship; Honors College Transfer Scholarship.
- The Honors College Research Track is designed to prepare students for academic research, and includes:
  - HNRS 1500: Introduction to Research—An Interdisciplinary Perspective (3 hours): a lecture and discussion course on the basic principles of research in the physical and life sciences, social sciences, humanities, and the arts.
  - Mentored Research: credit can be earned by working as a research assistant for a UNT faculty member. 6 Honors College credits may be completed through mentored research (one freshman/sophomore level and one junior/senior level).
  - Complete an Honors College Thesis: an extended piece of independent student research completed in a multiple-semester process. Students typically develop thesis proposals in HNRS 3500: Honors College Thesis Proposal and then finish their theses under the guidance of faculty mentors in their major areas. Students earn 3 Honors College credits for enrolling in their department's section of Honors College thesis 4951 and defend their theses at Honors College Thesis Day. A thesis is required for students pursuing the Distinguished Honors College Scholar Award or the Advanced Honors College Scholar Award.
- **Honors College Classes:**
  - Traditional Honors College Classes - Small enrollment in courses that are only open to Honors College students allows you to take an active role in the learning process and to grow intellectually.

Combined Sections Courses: In some courses where enrollment is open to Honors College and non-Honors College students, many seats are reserved for Honors College students. In these courses, you must complete additional work above the requirements for non-Honors College students to earn Honors College credit. Instructors provide a supplemental syllabus that outlines the requirements for Honors College credit. Honors College supplementary requirements are designed to provide more sophisticated engagement with the course material and may take many forms including readings, research papers, projects, fieldwork projects, performances, or presentations.

- **Honors College Contracts:**

An Honors College Contract allows you to earn Honors College credit in a regular 3000/4000-level course through additional study and projects. To earn Honors credit, you must earn an A or a B in the course and satisfactorily complete the contract project by the Honors College's deadline. You may complete a maximum of 3 contracts for 9 Honors credits.

- **Study Abroad:**

Honors College credit can be earned through any program approved by the UNT Study Abroad office. A semester-long program counts for 6 hours of credit and a summer program for three hours. Only six hours of Study Abroad credit can be applied toward an Honors College award (one semester experience or two summer experiences).

## **A.4 University of Dallas Honors College**

### Overview

UTD is a public university with more than 31,000 students across seven schools, and has graduated more than 132,000 students. Strengths: Nationally ranked programs in STEM, management, liberal arts and social sciences. Nurturing innovation and entrepreneurship. 68 companies have been incorporated through the Institute for Innovation and Entrepreneurship (2016-2020).

### Description of Honors

- Hobson Wildenthal Honors College houses multiple programs dedicated to promoting excellence in undergraduate education.
- Enrolls 1300 full-time students out of 31,000 at the university
- To earn CV Honors, students are required to graduate with a 3.5 GPA and earn 24 credit hours in honors-related work by graduation with a minimum of 12 hours of Honors credit required. Up to 12 hours may be earned through approved honors-level work, including undergraduate honors classes, graduate classes, research or internship projects taken as independent studies, university accredited travel abroad class work, and “contract” courses. Students must successfully complete and present an approved honors capstone or thesis.
- The (somewhat vaguely) stated mission of honors: Immerse yourself in our globally inspired community, where curiosity is not just celebrated but cultivated. The Honors College provides a launchpad for your ambitions, offering diverse perspectives, hands-on experiences, incredible cultural enrichment opportunities,

and a supportive home to help you realize your fullest potential in our globally inspired community, where curiosity is not just celebrated but cultivated. The Honors College provides a launchpad for your ambitions, offering diverse perspectives, hands-on experiences, incredible cultural enrichment opportunities, and a supportive home to help you realize your fullest potential.

- Honors HIP include: industry internship, study abroad, research opportunities etc.
- Terry Scholarship is specific to the Honors college. UTD gets a large number of incoming National Merit scholarships and a host of other scholarships and fellowships. All the possible fellowships and scholarships are featured prominently in the Honors college web pages.
- They have a separate dorm for Honors students, but students can opt out if they want to.

## A.5 University of Texas at San Antonio Honors College

### Overview

- Founded in 1969, UTSA is a large public, urban university centrally located in San Antonio Texas, a large regional city in Texas with a population of 1.43 million individuals.
- Carnegie Tier 1 Research Institution, a Hispanic-Serving Institution, and an Innovation and Economic Prosperity designation for their impact on regional economic growth and opportunity.
- offers 85 undergraduate programs and reported an enrollment of 29,654 undergraduate students in Fall 2022.
- Almost half (43%) of their students are first generation and 70% of undergraduate students receive financial aid.
- 'best for vets' college (#31), 'best for social mobility' #47, and 'top producer of Hispanic bachelor's degree' (#9).
- UTSA campus is comprised of 29 buildings on 725 acres.

### Description of Honors

UTSA's program describes itself as an honors college. (<https://honors.utsa.edu/>). Students can be enrolled in the university level honors program and college-specific honors programs (<https://honors.utsa.edu/programs/college-specific-honors-programs.html>). According to their website, approximately 2000 students are enrolled in their honors college. It is unknown whether honors students are allowed to be part time, but may be unlikely if most are receiving scholarships.

### **What are the admission requirements and what is the application process?**

Admission to the UTSA Honors College is on an invitation-only basis. All incoming freshmen who are awarded the Distinguished Presidential Scholarship (Top xx% of HS class and SAT or ACT qualifying scores) are automatically admitted to the Honors College. Current students are Honors College eligible if they have completed between 12 and 45 credit hours and a 3.5+ GPA. All other students (transfers, non-traditional students are encouraged to contact the HC for information).

### **How is honors credit earned?**

They describe their honors program as “T.H.E. (The Honors Experience)”. They offer honors advising and priority course registration. They are required to take 4 lower division courses totaling 7 hours, 9 hours of upper division courses (HON or non-HON contracted with approval), and 9 honors electives.

Their coursework listed below is offered in a variety of formats and includes (<https://honors.utsa.edu/academics/courses.html>):

- Courses offered by Honors College faculty - listed with HON Prefix. These courses are unlike any other offered at the university and are often interdisciplinary in nature.
- Courses offered within academic departments as Honors Sections. These courses typically have smaller enrollments and project-based learning.
- We also have a variety of [non-Honors approved courses](#) that count as an Honors Experience. These courses are typically upper-division research-based, performance-based, or creative arts courses.

As part of their curriculum, Honors College students complete three to six Honors Experiences, depending on the number of credits they had when they entered the Honors College. Students can complete these experiences in a number of different ways: via honors courses, special programs and guided experiences, or outside of the classroom experiences (<https://honors.utsa.edu/academics/exp-spices/>).

Students also must attend a minimum of three Honors College events per semester. Failure to meet this requirement results in the loss of merit scholarships and ineligibility for development award funding.

#### **Is there an honors thesis?**

Yes. UTSA describes their undergraduate Honors thesis as designed to serve as the capstone work to an undergraduate degree and are one means by which students can demonstrate their readiness to join a graduate program. This occurs via mentorship of a faculty committee. Students can choose to complete a research or creative project that is designed to add to the body of knowledge in their given major or minor. Theses can take a variety of forms – from conducting laboratory research or building an engineering project to arranging a portfolio of original music or writing a novel.

#### **What is the stated mission of honors?**

“The UTSA Honors College is a diverse family of 2,000+ hardworking, achievement-oriented, conscientious students. Our experiential approach helps students of all majors become leaders, develop as professionals, and intellectually achieve beyond coursework. We help students build the courage and skills to exceed their expectations, accelerate upward mobility and transform their futures, and help them emerge as global citizens who will flourish in their careers.”

#### **What HIP (high impact practices: internships, travel abroad, service learning, etc.) or experiences are included? (specify whether or not these are extra-curricular or intra-curricular)**

They have featured programs that they offer to students with brief student bios who exemplify these programs. I believe participation in these programs are application-based, optional, and highly encouraged. These programs include:

- Citymester:

- Through Citymester, UTSA and community partners work together to educate our future leaders using internships, service-learning projects, and networking opportunities.
- <https://honors.utsa.edu/programs/utsa-citymester/>
- National Parks Program:
  - Investigates landscape, history, and cultures of seven national parks and earns participants a Wilderness First Aid certification in a mini-mester course.
  - <https://honors.utsa.edu/programs/national-parks.html>
- UTSA Legislative Fellows:
  - Legislative Fellows began as a collaborative initiative between Texas State Representative Ruth Jones McClendon and The University of Texas at San Antonio. Coordinated by the UTSA Honors College, the program provides undergraduate and graduate students with the opportunity to serve as interns in the Texas House of Representatives during regular legislative sessions. Students in this program also participate in the University of Texas System Texas Legislative Interns Program.
  - <https://honors.utsa.edu/programs/legislative-fellows.html>
- Archer Fellowship Program
  - The Bill Archer Fellowship Program was established by The University of Texas System in conjunction with former U.S. Representative Bill Archer as a way to bring highly motivated and accomplished students Texas to Washington, D.C. to participate in varied internships and take part in classes focusing on policy, history, and advocacy. Our students work with organizations such as the United Nations Information Centre, the US Department of State, many offices within the White House and on the Hill, with federal agencies, and with non-profit organizations
  - <https://honors.utsa.edu/programs/archer-fellowship.html>
- The NIH/Federally-funded UTSA ESTEEMED (Enhancing Science, Technology, Engineering, and Math Educational Diversity) Program
  - Helps first year and second year trainees develop as scholars and scientists. It lays strong foundations through academic enrichment, financial support, faculty and peer mentoring, and training in UTSA biomedical research laboratories. It will also guide the ESTEEMED Scholars into an elite extramural summer program, advanced upper division undergraduate research training at UTSA, and eventually a Ph.D. program in biomedical sciences.
  - [https://www.utsa.edu/crts/esteemed/#\\_ga=2.159605949.1427036844.1707310313-1764726362.1707310313](https://www.utsa.edu/crts/esteemed/#_ga=2.159605949.1427036844.1707310313-1764726362.1707310313)
- Study Abroad:
  - Students in the Honors College engage in a number of different study abroad opportunities, where they study foreign languages, do internships abroad, and also conduct research. Many students doing study abroad will count it as a Cultural Exploration experience.
  - <https://honors.utsa.edu/programs/study-abroad.html>
- The Philosophy and Literature Circle.

- Reading Homer, Plato and other ancient classics happens on college campuses. The Philosophy and Literature Circle, an experiential learning opportunity at UTSA, allows students to explore the transformative possibilities of a humanities and liberal arts education with incarcerated participants at Dominguez State Jail in San Antonio. Through reading, discussion, and writing, scholars at the jail and from UTSA engage with humanistic texts that take up such enduring questions. Students develop capacities in critical thinking, logical and ethical reasoning, close reading, interpersonal communication, and creative expression.
- <https://honors.utsa.edu/programs/philosophy-literature-circle.html>

**Are there honors-specific scholarships? How are students with scholarships featured (is this a selling point of the program, etc)?**

Each year, the Honors College awards almost \$750,000 to our current students as well as to new students. All students are also supported by the Honors College to apply to external funding opportunities through the Office of Nationally Competitive Awards, which is housed in the Honors College. The office supports students through the application process for numerous awards to help fund study abroad, research opportunities, and graduate education costs. Here are descriptions of most of their primary honors scholarships.

The [UTSA Top Scholar program](#)

A premier scholar program, well-known and highly regarded across the state for developing award-winning, academically talented, and exceptional servant leaders. We are recruiting high-caliber students from across Texas to be part of this exciting program. Our Top Scholars enjoy intellectual camaraderie, establishing close and lasting friendships with other students and professional relationships with faculty. They're encouraged to gain a broad perspective through service experiences that merge their academic interests with community issues.

[Terry Scholars Program](#)

Howard and Nancy Terry created the **Terry Foundation**® to help young people help themselves. Their desire to invest in Texas students was born of their belief that a university – like the state it represents – is only as good as the educated citizens it produces. The legacy of Howard and Nancy Terry lives on in the thousands of Scholars who bear their name and exemplify the **Four Pillars** of the **Terry Scholarship Program** every day: Scholarship, Leadership, Service, and Community. The Terry Scholar who meets all scholarship continuation requirements can receive up to 8 semesters of undergraduate funding for tuition, fees, books, housing, and meal plan. Scholars meeting additional GPA requirements may also qualify to receive additional funding for one study abroad experience. Terry Scholars are active members of the university community and participate in the Terry Scholars student organization on campus.

UTSA Distinguished Presidential Award (Scholarship) winners are automatically invited to join the Honors College.

Students interested in studying abroad can view [this page](#) for additional resources available to them.

In addition, each year the Honors College offers their own tuition-based scholarships to between 120 and 130 students worth between \$250 and \$2,500. In addition to tuition-based scholarships, students can apply for developmental awards each month that fund outside experiences such as presenting work at an academic conference, pursuing professional certifications, funding an unpaid internship, or carrying out a volunteer project.

**Is this a residential honors program, fully or mixed?**

Their honors program is a residential experience for all first-year honors students (360 residential beds). The first-year scholarship package covers 100% of costs.



**Appendix B:** Table of all R1 universities showing whether they have an Honors program or college

name	state	Honors College or program	level	control	Undergraduate Program	Graduate Program	Enrollment Profile	Undergraduate Profile	Size & Setting
Arizona State University Campus Immersion	AZ	<b>College, four-year residential</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Auburn University	AL	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily nonresidential
Baylor University	TX	<b>Honors College with both majors and an honors program; residential</b>	Four or more years	Private not-for-profit	Professions plus arts & sciences some graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Binghamton University	NY	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
Boston College	MA	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions some graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential

Boston University	MA	<b>College</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
Brandeis University	MA	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential
Brown University	RI	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential
California Institute of Technology	CA	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral STEM-dominant	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year small highly residential
Carnegie Mellon University	PA	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Case Western Reserve University	OH	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Clemson University	SC	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential

Colorado School of Mines	CO	<b>Program</b>	Four or more years	Public	Professions focus high graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium primarily residential
Colorado State University-Fort Collins	CO	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Columbia University in the City of New York	NY	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
Cornell University	NY	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
CUNY Graduate School and University Center	NY	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority graduate	Four-year higher part-time	Four-year medium primarily nonresidential
Dartmouth College	NH	<b>Department specific programs</b>	Four or more years	Private not-for-profit	Arts & sciences focus some graduate coexistence	Research Doctoral STEM-dominant	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential
Drexel University	PA	<b>College</b>	Four or more years	Private not-for-profit	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential

Duke University	NC	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Emory University	GA	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions some graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
Florida International University	FL	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
Florida State University	FL	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily nonresidential
George Mason University	VA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
George Washington University	DC	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
Georgetown University	DC	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential

Georgia Institute of Technology- Main Campus	GA	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
Georgia State University	GA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time selective lower transfer-in	Four-year large primarily nonresidential
Harvard University	MA	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Indiana University- Bloomington	IN	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Iowa State University	IA	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Johns Hopkins University	MD	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
Kansas State University	KS	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time inclusive higher transfer-in	Four-year large primarily residential

Kent State University at Kent	OH	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Louisiana State University and Agricultural & Mechanical College	LA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Massachusetts Institute of Technology	MA	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Michigan State University	MI	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Mississippi State University	MS	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Montana State University	MT	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral STEM-dominant	Very high undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
New Jersey Institute of Technology	NJ	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year medium primarily nonresidential

New York University	NY	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
North Carolina State University at Raleigh	NC	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
North Dakota State University- Main Campus	ND	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large highly residential
Northeastern University	MA	<b>Program</b>	Four or more years	Private not-for-profit	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Northwestern University	IL	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
Ohio State University- Main Campus	OH	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
Ohio University- Main Campus	OH	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective lower transfer-in	Four-year large primarily residential

Oklahoma State University- Main Campus	OK	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Old Dominion University	VA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time inclusive higher transfer-in	Four-year large primarily residential
Oregon State University	OR	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
Princeton University	NJ	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential
Purdue University- Main Campus	IN	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
Rensselaer Polytechnic Institute	NY	<b>Neither</b>	Four or more years	Private not-for-profit	Professions plus arts & sciences high graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential
Rice University	TX	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year medium highly residential



Rutgers University-New Brunswick	NJ	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
Stanford University	CA	<b>College</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Stony Brook University	NY	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
SUNY at Albany	NY	<b>College</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large highly residential
Syracuse University	NY	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time selective lower transfer-in	Four-year large highly residential
Temple University	PA	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
Texas A & M University-College Station	TX	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily nonresidential

Texas Tech University	TX	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
The Pennsylvania State University	PA	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
The University of Alabama	AL	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
The University of Montana	MT	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year medium primarily residential
The University of Tennessee-Knoxville	TN	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
The University of Texas at Arlington	TX	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year higher part-time	Four-year large primarily residential
The University of Texas at Austin	TX	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily nonresidential

The University of Texas at Dallas	TX	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
The University of Texas at El Paso	TX	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time inclusive higher transfer-in	Four-year large primarily nonresidential
The University of Texas at San Antonio	TX	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
Tufts University	MA	<b>Limited programs</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Tulane University of Louisiana	LA	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University at Buffalo	NY	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
University of Alabama at Birmingham	AL	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential

University of Alabama in Huntsville	AL	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year medium primarily residential
University of Arizona	AZ	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Arkansas	AR	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of California-Berkeley	CA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of California-Davis	CA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of California-Irvine	CA	<b>Collegium (formerly known as program)</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of California-Los Angeles	CA	<b>Program ("College Honors")</b>	Four or more years	Public	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential

University of California-Riverside	CA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
University of California-San Diego	CA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
University of California-Santa Barbara	CA	<b>Program</b>	Four or more years	Public	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of California-Santa Cruz	CA	<b>Program ("College Scholars Program")</b>	Four or more years	Public	Arts & sciences focus high graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large highly residential
University of Central Florida	FL	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Chicago	IL	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of Cincinnati-Main Campus	OH	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential

University of Colorado Boulder	CO	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Colorado Denver/Anschutz Medical Campus	CO	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral STEM-dominant	Majority undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Connecticut	CT	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of Delaware	DE	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Denver	CO	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Florida	FL	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of Georgia	GA	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential

University of Hawaii at Manoa	HI	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
University of Houston	TX	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Illinois Chicago	IL	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Illinois Urbana-Champaign	IL	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Iowa	IA	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Kansas	KS	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Kentucky	KY	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential

University of Louisiana at Lafayette	LA	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences some graduate coexistence	Research Doctoral STEM-dominant	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Louisville	KY	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Maine	ME	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time inclusive lower transfer-in	Four-year medium primarily residential
University of Maryland-Baltimore County	MD	<b>College</b>	Four or more years	Public	Arts & sciences plus professions some graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of Maryland-College Park	MD	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of Massachusetts-Amherst	MA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of Memphis	TN	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year medium full-time inclusive higher transfer-in	Four-year large primarily nonresidential



University of Miami	FL	<b>Program (Arts and Sciences)</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of Michigan-Ann Arbor	MI	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Minnesota-Twin Cities	MN	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily nonresidential
University of Mississippi	MS	<b>College</b>	Four or more years	Public	Professions plus arts & sciences some graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
University of Missouri-Columbia	MO	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Nebraska-Lincoln	NE	<b>Program</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Nevada-Las Vegas	NV	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential

University of Nevada-Reno	NV	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily nonresidential
University of New Hampshire-Main Campus	NH	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large highly residential
University of New Mexico-Main Campus	NM	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time inclusive higher transfer-in	Four-year large primarily nonresidential
University of North Carolina at Chapel Hill	NC	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of North Texas	TX	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Notre Dame	IN	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of Oklahoma-Norman Campus	OK	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential

University of Oregon	OR	<b>College</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential
University of Pennsylvania	PA	<b>Neither</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
University of Pittsburgh-Pittsburgh Campus	PA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Rochester	NY	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily nonresidential
University of South Carolina-Columbia	SC	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential
University of South Florida	FL	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
University of Southern California	CA	<b>Program</b>	Four or more years	Private not-for-profit	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective higher transfer-in	Four-year large primarily residential

University of Southern Mississippi	MS	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time inclusive higher transfer-in	Four-year large primarily residential
University of Utah	UT	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily residential
University of Virginia-Main Campus	VA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Washington-Seattle Campus	WA	<b>Program</b>	Four or more years	Public	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Wisconsin-Madison	WI	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
University of Wisconsin-Milwaukee	WI	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs no medical/veterinary school	High undergraduate	Four-year full-time inclusive higher transfer-in	Four-year large primarily nonresidential
Utah State University	UT	<b>Program</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Very high undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily nonresidential

Vanderbilt University	TN	<b>limited programs</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Virginia Commonwealth University	VA	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Virginia Polytechnic Institute and State University	VA	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time more selective lower transfer-in	Four-year large primarily residential
Washington State University	WA	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective higher transfer-in	Four-year large primarily residential
Washington University in St Louis	MO	<b>Program</b>	Four or more years	Private not-for-profit	Arts & sciences plus professions high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
Wayne State University	MI	<b>College</b>	Four or more years	Public	Professions plus arts & sciences high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority undergraduate	Four-year medium full-time selective higher transfer-in	Four-year large primarily nonresidential
West Virginia University	WV	<b>College</b>	Four or more years	Public	Balanced arts & sciences/professions, high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	High undergraduate	Four-year full-time selective lower transfer-in	Four-year large primarily residential

Yale University	CT	<b>Neither</b>	Four or more years	Private not-for-profit	Arts & sciences focus high graduate coexistence	Research Doctoral Comprehensive programs with medical/veterinary school	Majority graduate	Four-year full-time more selective lower transfer-in	Four-year large highly residential
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