UHP Program Report, 2018-2019

The University Honors Program’s (UHP) mission is as follows:

The University of Denver’s Honors Program fosters an intellectually engaged and vibrant community of students, staff, and faculty. It promotes a distinctive broad and liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students’ original contributions to intellectual life, their community, and their chosen field.

With Director Keith Miller and Associate Director Shawn Alfrey, the University Honors Program began in AY 2016 to review and update our vision and values to ensure that our mission aligns with the University of Denver’s strategic plan, Impact 2025, and furthers the elements outlined in the University Academic Program’s mission to promote academic excellence, engagement and student success through providing innovative and challenging curricula, interdisciplinary perspectives, and the tools to develop into successful individuals and engaged citizens.

The University Honors Program is organized according to three pillars that complement those goals: 1) community development and engagement; 2) research and creative work; 3) and the interdisciplinary skills of critical thinking, communication, and reflection. We offer a unique curriculum and diverse co-curricular opportunities for our students throughout their undergraduate experience, with the goal of helping them develop their multiple identities of student, scholar, and citizen. Please find our website at [www.du.edu/honors](http://www.du.edu/honors).

To determine how well we are meeting our goals, we use qualitative and quantitative measures to evaluate success in each of these three areas. We collect data on student demographics and numbers in applications, admissions, achievements, completion of honors requirements and persistence in the program; as well as course offerings, fill rates, and evaluations; and amount and distribution of expenditures, including programming, research funding, and course support. Exit interviews and anonymous qualtrics surveys to gain student input were used in past years and will be modified for use beginning AY 18-19. The discussion below provides details in each of these areas, as do the Appendices at the end of the report.

**The Honors Program supports a vibrant, engaged, and diverse community of students, faculty, and staff.**

The UHP has consistently offered diverse programming for our students intended to introduce them to DU and the larger Denver community, broaden their cultural and social perspectives, and allow them to socialize and engage with each other outside of the classroom.

In AY 18-19 the UHP offered 14 unique events (compared to AY 17-18s 14), attended by a total of 471 students (compared to AY 17-18’s 472). Our student-run Honors Book Group and Voltaire Society maintained steady, and in some cases, increased, participation. Appendix A details our programming.

Many of our events were linked to coursework or other opportunities for community engagement. The Retreat at the YMCA Camp of the Rockies in Rocky Mountain National Park, for instance, was included as an experiential opportunity for students in our four first-year honors seminars to connect with their peers and TAs. The banquet was a celebration of student research and the work supported by our special honors funding.

Events also included Orientation for our first year students, in which continuing students participated as leaders; our annual picnic to bring the cohorts together; quarterly Pizza and Advising gatherings to provide students with support in planning their schedules each quarter; our honors ice cream social at the end of spring quarter; and a lovely and well-attended reception for our graduates and their families in the Renaissance Room.

The UHP provides leadership opportunities and ways students can develop peer networks.

The Honors Book Group is run by Honors students, who select the books to be read, organize meetings, and lead discussions. In AY 17-18, our students also provided guidance with the One Book campus discussions, hosting a student discussion of *Hillbilly Elegy* after one of the campus talks.

The student-run club, the Voltaire Society, similarly has student leadership and develops a schedule of events, from a quarterly broom ball team to an end of year hut trip into the mountains on Shrine Pass. Students are responsible for coordinating, communicating, and budgeting these events, which often result, too, in informal mentorship opportunities. Quarterly, Voltaire members meet for coffee before registration.

Since 2016, the UHP has developed peer mentorship opportunities to connect students across cohorts. We continue to work to develop best practices for more formal mentorship opportunities. In 2016, student Honors Council members paired upper class with first year students, with mixed results. For AY 17-18, we launched a program of Honors Ambassadors, who attended Honors Council meetings and organized activities and mentorship opportunities between cohorts. A game night and a trip to the downtown aquarium attracted some participants, but not as many as hoped, largely because the ambassadors were unable to coordinate efforts and did not adequately communicate their plans. Most notably, the Ambassadors secured our Banquet speaker and helped organize that very successful event.

In order to develop a more robust mentorship program, Miller and Alfrey have researched best practices in student mentorship programs, largely through National Collegiate Honors Council sources, and developed our Fall 2018 course, Leading in Honors, linking upper class students with our first year honors seminars, a project that shows promise and will continue to be refined.

The UHP aids DUs efforts to attract and keep high potential students and students with diverse perspectives and backgrounds.

The University Honors Program works in close partnership with the Office of Admission, and develops a variety of ways to reach out to prospective incoming students. Our recruitment for the Honors Program focuses on incoming first year as well as transfer and continuing students at DU. Through the Office of Admission, we inform high-achieving high school students about our program, and we send email invitations to apply to selected admitted students. We also participate in DU recruitment events, including the Boettcher Finalist Open House, the many Pioneer Day Mondays, and the two Journey to DU Saturdays that began in 2016. Finally, we meet in person with prospective students and their parents.

Our application has been available online since 2016, and we have seen a steady increase of applicants since that time, probably owing both to the ease of application and our recruitment efforts (336 compared to 17-18’s 245).

In addition to high-achieving first year students, we also actively seek incoming first generation students and students of color who traditionally do not apply to Honors Programs. In AY 17-18, we were happy to participate in DU’s Pathway to Pioneer Visit program, where we met with students from typically under-represented groups. Our outreach to FSEM faculty and others on campus has also resulted in more current students applying to our program. Each quarter we admit 5-10 of these students, and this group often includes more diversity than in our traditional incoming students. Current or transfer students also find us, and we work to help them transition into the Honors community, a boon to those students who as transfers might miss the orientation support provided first years. In AY 2018-2019, 16 current and 1 transfer students joined the Honors Program.

Every year we strive for a cohort of approximately 100 diverse, talented students. In AY 18-19, our incoming class had an average ACT of 32.4 and an average GPA of 3.99. Of the 336 applications we received last year, we admitted 91. Of those admitted, 82% were white, 6% were Asian, 11% were two or more races, 1% were American Indian or Alaskan Native, and 1% did not indicate a racial identity. Ethnically, 5% were Hispanic or Latino. Appendix B describes applicant numbers and demographics.

The UHP supports persistence of our students, in the Honors Program but also within the University itself.

According to DU’s Institutional Research *Fall 2018 One- Two- and Three- Year Persistence Reports,* students who begin in the University Honors Program persist into their second, third, and fourth year at a higher rate than the DU average: Honors students’ first year persistence was 94.95%,, compared to DU’s overall 85.5%; the second year rate was 92.93% compared to 87.5%; and the third year rate was 91.09% compared to 87.1%.

While students who begin in honors are more likely to persist into their third year, they also complete DU with other indications of success. In order to stay connected with our students, we communicate via our listservs, website, and newsletter, and each year reach out to every student to learn their plans and provide needed advising. Since 2016, the UHP has been focused on outreach to improve and support these students’ first year experience, including expanding our first year honors seminars and the Honors Retreat, and locating our pizza and advising events on the Honors floor in Halls, and working closely with our Honors RA to publicize our events and encourage participation.

The Honors sequence of courses is mostly composed of work in the liberal arts that meet the same common curriculum requirements that can be satisfied with AP/IB and concurrent enrollment credit. More than a quarter of our incoming students bring in AP/IB and concurrent enrollment credit, as the chart below shows.

Our students enter DU with large amounts of this credit and thus for many honors courses amount to requirements they have already satisfied. Also, because of the high cost of attendance, many students are anxious to graduate early. In order to provide these students flexibility in fulfilling their honors requirements and to facilitate their persistence in honors, we help students develop alternative ways to meet honors requirements, including Honors Contracts, Independent Studies, and exchanges between upper level Honors requirements.

Historically, between 35 and 50 % of our first year cohort will graduate with University Honors. In AY 18-19, we had 45 students graduate with University Honors (compared to 35 in AY 17-18). Among these, many also were inducted into Phi Beta Kappa or were awarded departmental awards. Our list of graduates and their achievements is included in Appendix C.

Of students who began but did not complete the program, inability to pursue distinction and a desire to graduate early were frequent reasons for leaving. As our opt-out chart shows, of the roughly 100 students we admit each year, very few leave the program during the first year, and, as discussed above, our persistence rates are consistently higher than DU’s average. (Note: comparisons are difficult because last year we began more stringent record-keeping and follow up concerning students self-reporting progress with their honors requirements.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Opted out after 1st year | Opted out after 2nd year | Opted out after 3rd year | Opted out quarter or two before graduation |
| Class of 2017 | 9 (2 left DU) | 23 | 20 (5 graduated early) | 4 |
| Class of 2018 | 1 | 18 (5 left DU) | 26 (5 left DU; 3 graduated early) | 18 (2 graduated early) |
| Class of 2019 | 7 | 24 | 18 |  |

Even among those who do not continue in the Honors Program persist and excel at DU, as the table below shows. Although they did not meet the final requirements for graduation with University Honors, many were able to graduate with distinction or Latin Honors.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Total # who Opted Out of UHP senior year | Latin Honors Only | Distinction Only | Early | Late | Dual Degrees | Two or More Majors |
| 2015 | 29 | 15 | 5 | 9 | 3 | 3 | 16 |
| 2016 | 40 | 18 | 3 | 11 | 7 | 9 | 16 |
| 2017 | 37 | 16 | 6 | 10 | 4 | 6 | 12 |
| 2018 | 32 | 17 | 9 | 11 | 2 | 3 | 14 |

The Honors Program supports campus-wide programs and engagement.

In addition to directly supporting honors student engagement, the Honors Program continued in AY 17-18 to sponsor the Model UN team and, as a result of consistent work on the part of Honors student Kyle Brinkman, this campus group successfully competed nationally and grew its membership. The Honors Program also worked with the Writing Center to publicize and make available a variety of student workshops, sponsored information sessions for Teach for America and fellowships like Princeton-in-Asia, and the El Pomar Foundation, and supported URC and CCESL initiatives.

**The Honors Program supports individual student research, inquiry, and creative work.**

The UHP requirements include courses in the broad liberal arts (the honors sequence) and in the depth component of their studies, distinction in the major, including a thesis or capstone project appropriate to their discipline.

The UHP works with departments to help them develop distinction plans and helps students and departments identify advisors and ensure students’ ability to participate in their respective distinction tracks. The UHP also disseminates information concerning research opportunities via our newsletter and listserv, and makes theses available as examples of work in various disciplines. Upon graduation, our students have developed research and critical thinking skills and produced a body of work that will enhance their graduate school, fellowship or job application.

The UHP supports student scholarship through research and creative work.   
  
The UHP awards Special Honors Funding that has allowed students to produce high quality theses and other research. We have increased budget dedicated to support thesis work, conference attendance and presentations. In AY 17-18, we awarded 8 grants totaling $9,483.40. In AY 18-19 we increased the number to 11 grants worth $7881.00. This included support for our mentorship program. For details regarding funded projects, see Appendix D.

Every year we invite honors graduates and their families to a reception that also includes recognition of student thesis work, and we publicize these and other achievements on our website. The list of student theses and their advisors is in Appendix E.

The UHP promotes student work through the National Collegiate Honors Council Portz Scholars Thesis Contest.

For the last few year we have started to track overall thesis quality as indicated by faculty advisors on our thesis verification form. While all students graduating with University Honors must have produced an “honors-quality” thesis, our data shows that many of our students produce work considered graduate quality and worthy of publication (see Appendix F). Advisors have the option of nominating their students for the National Collegiate Honors Council Portz Scholar thesis contest, and in the three years we have put forth a candidate, our candidate has been a national winner.

Able to enter just one thesis per year, we curate those put forth and submit our nomination. In June 2018, we submitted Jessica Garland’s political science thesis (advised by Prof. Nancy Wadsworth), **"Corporate Bodies Politic: How Corporations are Leveraged in a 'Third Space' of Struggle Between the American Settler State and Native American Communities."**

**In her supporting materials, Dr. Wadsworth described Jessica’s thesis as**

easily the best, most original undergraduate Honors thesis I have read since joining the faculty at the University of Denver in 2004. At her defense, two of my hardest-to-impress colleagues, both very accomplished scholars, heartily agreed that, in terms of its ambition, scope, originality, and mastery of multiple literatures across disciplines, this was much closer to a Master’s Thesis than an undergraduate project.

**As one of 4 students from Honors programs and colleges across the country, Jessica was invited to present her work at the annual NCHC conference last November in Boston. The Honors Program paid for her airfare and lodging and we were pleased to be able to attend her presentation.**

**The Honors Program supports students’ growth in critical thinking, communication skills, reflection, and interdisciplinary knowledge by developing and supporting an innovative curriculum and pilot courses**

The UHP develops and delivers innovative and interdisciplinary coursework that provides unique honors experiences.

Faculty who propose honors courses indicate the aspects of the course that will constitute an honors experience, and we provide funding to support their course development and innovative experiences. We also encourage the development of Honors Seminars, which include faculty and topics in all disciplines. In AY 18-19, we offered 12 HSEMs reflecting issues from the activism of Che Guevara to ethical issues in neurology. See Appendix G for our list of courses.

We have also developed HSEM pilots and we continue our support of faculty course development, including funding participation in faculty institutes and participation in a DU Grand Challenges cohort. In 2017-2018 we again offered the course, Engaging the Bard, that joins DU students with DPS students involved in the DPS Shakespeare Festival. For the second year, the Honors Program also offered the course, Returning from Abroad, that allowed honors students the much-needed opportunity to reflect on their experience studying abroad. The first year seminars on the National Parks allowed first year students the chance to connect with their honors peers in small sections during their first quarter at DU.

Like our Honors Seminars, the common curriculum courses for honors students must be proposed by faculty and reviewed by Honors Council. Because they are smaller, honors-only, and innovative in nature, these courses are valued by our students. Each year we work to offer a varied menu including new and established courses However, we continue to struggle to provide a diverse offering of Honors sections in our Common Curriculum due to budget constraints of the colleges and departments.

The UHP supports faculty development and innovation.

Working with the Writing Program, the Honors Program helped our WRIT 1733 courses provide more creative and experiential approaches to research and writing, from multi-modal production to grant writing for the public good. The UHP supports faculty in their course development and experiential and engaged coursework, AY 2017-2018 providing $2,637.75 in funds for field trips, course materials, and speakers.

Our ongoing involvement in NCHC, the national honors professional organization, helps us learn about national issues in honors as well as best practices and innovative pilots.

Honors courses support institutional goals in reflection, e-portfolios, and community engagement.

In courses taught by Miller and Alfrey, work has been done to support DU’s efforts to initiate robust reflection and the development of e-portfolios and we are involved in ongoing efforts to increase student engagement through courses that provide both academic and experiential work. In June 2018 Alfrey attended an NCHC institute in their trademarked pedagogy, *City as Text*, and began work to incorporate it in the honors curriculum, both in independent study and Honors Seminars. DU Grand Challenges. This work is intended to support student identity formation as student, scholar, and citizen.

**The long-term goals of the University Honors Program**

* To grow a vibrant community of scholars by
  + Developing a year-long, first-year experience that more actively welcomes and engages new members to our community of scholars
  + Creating a mentorship program, focused on the model of peer educators, that strengthens ties between honors cohorts
  + Strengthen connections with a larger number of faculty across the DU campus
* To prepare students to be engaged citizens who are reflective and culturally competent by
  + Expanding post study-abroad experiences to better connect and understand their abroad experiences with their entire undergraduate experience
  + Implementing critical reflection practices throughout Honors course offerings and experiences

In order to reach many of our goals, we propose to develop new courses and, in some cases, to modify and expand existing courses. For example, we are planning

* a first quarter, first-year experience that uses the city of Denver as a learning space. Using the City-as-Text pedagogy, we are developing the pilot courses for Fall 2019. Ideally, we can provide stipends to faculty across campus that have scholarship connected to Denver that will help develop and deliver content.
* collaboration with the Writing Program to expand the writing requirements across two quarters, potentially offering a WRIT 1722 course. For mentorship
* peer-educator seminars/preparation sessions as a qualification for peer mentors
* expansion of the “Returning from Abroad” seminar to include more students ,and add pre-departure activities. Work here will be done in collaboration with the Office of Internationalization.
* working with e-Portfolio initiative to develop a required reflective requirement for the University Honors Program.

Resources needs and Potential Impediments to goals include

* additional financial support to fund faculty to lead additional seminars (HSEMs).
* stipend support for faculty to participate in the City-as-Text course.
* appropriate financial support for our peer educators via fellowship, scholarship or other assistance. Like teaching assistants, these students will need training, most likely in a spring Honors Seminar.
* administrative support to expand our course offerings and community building activities.
* incentives to encourage faculty teaching SISC courses to teach in the University Honors Program. This ongoing difficulty most recently impacted students who joined the program in Fall 2018.
* Since most of our required coursework is part of the Common Curriculum, the development of intentional course sequencing and innovative courses is also contingent on the General Education Review efforts.

Appendix A: Honors Programming participants and expenditures

Honors Events and Student Attendees, 2018-19

9/3/2018 - Discoveries Week (100) - $992.00

9/13/2018 - Honors Picnic (69) – $1838.78

9/21-9/23/2018 - Honors Retreat (42) - $9665.00

10/8/2018 - Pizza and Advising (13) - $45.56

10/25/2018 – *Tara Donovan* (13) - $330.00

1/25/2019 - *Amadeus* (19) - $330.80

2/5/2019 - Pizza and Advising (20) - $59.97

2/28/2019 - *The Rembrandt Room* (11) - $670.16

4/19/2019 – *Leonardo Da Vinci: 500 Years of Genius* (14) - $637.26

4/29/2019 - Pizza and Advising (15) - $39.47

5/2/2019 - *Sweat* (10) - $894.60

5/16/2019 – Banquet (88) - $3393.43

6/6/2019 - Ice Cream Social and Croquet (23) - $485.13

6/14/2019 - Graduating Senior Reception (34) – $1528.90

|  |  |  |  |
| --- | --- | --- | --- |
| Year | # of Honors Events (excluding Voltaire and Book group) | # of Total Student Participants | Total Cost |
| 2018-19 | 14 | 471 | $20,911.06 |
| 2017-18 | 14 | 472 | $21,417.24 |

Appendix B: Admission Profile

Admission Profile

GPA, SAT, ACT scores

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Average GPA | Average SAT | Average ACT |
| 2017-18 | 3.97 | 1373 | 31.6 |
| 2018-19 | 3.99 | N/A | 32.4 |
| 2019-20 | 3.98 | N/A | 32.3 |

Race/Ethnicity

|  |  |  |
| --- | --- | --- |
| Entry Year | # of White/Caucasian Students | # of Students from a Traditionally Underrepresented Background |
| 2017-18 | 88 | 18 |
| 2018-19 | 77 | 17 |
| 2019-20 | 81 | 13 |

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Male | Female | Other |
| 2017-18 | 26 | 73 | 0 |
| 2018-19 | 24 | 70 | 0 |
| 2019-20 | 21 | 70 | 0 |

**Appendix C: Student Achievements AY 18-19**

**Named and Endowed Awards and Prizes and Departmental Awards**

J. Fagg Foster Award: John Dockerty, Brenn Anderson-Gregson, Ellie Lochhead

School of Accountancy Special Service Award: Haley Donathan

Outstanding Senior in Physics and Astronomy: Ellianna Sternberg

School of Accountancy Outstanding Undergraduate Student: Thomas Renard

David L. Longbrake Award for Outstanding Departmental Service: Madison Gawler

Outstanding Undergraduate Finance Major Award: Alexander Medearis

Outstanding Senior in Political Science Award: Lauren Yehle

ONMI Award for Sociological Contribution in the Area of Public Policy: Donovan Rice

Physics and Astronomy Outstanding Senior Award: Victoria Reddington

Excellence in Spanish Studies Award: Claire Girardeau, Daniel Temmen

Distinction in Accounting: Haley Donathan

Distinction in Art: Audrey Miklitsch

Distinction in Art History: Ashten Scheller

Distinction in Economics: John Dockerty, Breen Anderson-Gregson, Ellie Lochhead

Distinction in Finance: Alexander Medearis, Thomas Renard, Alexander Sophabmixay

Distinction in History: Jessica Dallas, Angelina Thomson

Distinction in International Business: Suraj Renganathan

Distinction in International Studies: Skyler Bowden, Kyle Brinkman, Faith McKenna, Ashten Scheller

Distinction in Marketing: Audrey Miklitsch

Distinction in Physics: Victoria Reddington

Distinction in Political Science: Lauren Yehle

Distinction in Psychology: Caroline Downey, Madison Eitniear, Jehanzeb Khan, Peter Leach

Distinction in Recording and Production: Athena Wilkinson

Distinction in Russian: Elizabeth Hawkes

Distinction in Spanish: Thomas Dattilo, Claire Girardeau

Distinction in Strategic Communication: Donovan Rice

**Fellowship Awards**

Fulbright Scholarship: Kyle Brinkman, Suraj Renganathan

**University Honors Students**

Jincy Abraham

Cassidy Anderson

Brenn Anderson-Gregson

Skyler Bowden

Kyle Brinkman

Jessica Dallas

Thomas Dattilo

Sophia DeKlotz

John (Marcus) Dockerty

Haley Donathan

Caroline Downey

Maddie Gawler

Claire Girardeau

Elizabeth Hawkes

Roxana Hu

Austin Johnson

Jehanzeb Khan

Andrea Ku

Madison Laird

Peter Leach

Elizabeth Lochhead

Moriah Mabry

Faith McKenna

Alexander Medearis

Andrey Miklitsch

Claire Milligan

Taylor Munchrath

Avery Niemann

Natalie Oberer

Rachel Pierstorff

Victoria Reddington

Thomas Renard

Suraj Renganathan

Donovan Rice

Ashten Scheller

Dylan Smith

Kyle Sun

Nicholas Sundermeyer

Alex Sophabmixay

Daniel Temmen

Sarah Thomas

Angelina Thomson

Rachel Wagner

Athena Wilkinson

Lauren Yehle

**Honors Student Inductees into the Honor Society, *Phi Beta Kappa***

Brenn Anderson-Gregon

Skyler Bowden

Thomas Dattilo

John M. Dockerty

Caroline Downey

Claire Girardeau

Elizabeth Hawkes

Roxana Hu

Austin Johnson

Andrea Ku

Madison Laird

Elizabeth Lochhead

Faith McKenna

Natalie Oberer

Rachel Pierstorff

Victoria Reddington

Donovan Rice

Ashten Scheller

Rachel Wagner

Lauren Yehle

**Honor Student Inductees into the Business Honor Society, *Beta Gamma Sigma***

Moriah Mabry

Alexander Medearis

Audrey Miklitsch

Thomas Renard

Suraj Renganathan

Alex Sophabmixay

**Appendix D: Special Honors Funding Awards AY 2018-2019**

Sophia Anner – research support with the Tinghitella Lab ($1000)

Elizabeth Atwood – support for research project ($1000)

Catherine Daniels – research support to study community-based fisheries management in Kwale County, Kenya ($1000)

Madison Gawler – support for research project in New Zealand ($1000)

Austin Johnson – support for thesis research ($1000)

Peter Leach (in budget report)

Natalie Oberer – support for unpaid summer research ($1000)

Maya Pinon – support for unpaid summer internship with the National Conference of State Legislators (NCSL) ($1000)

Sarah Thomas (in budget report)

Lauren Yehle – support for attending Undergraduate Poster Presentation in Political Science ($881)

Total of awards during AY 18-19: $7,881

**Appendix E: Thesis Quality Assessments (via Thesis Verification Forms)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Number of Theses | Advisor indicated that thesis meets all criteria and is of adequate quality for an Honors/thesis project | Advisor indicated that thesis meets all and exceeds some criteria for an Honors thesis/project | Advisor indicated that thesis is of unusually superior quality | Advisor did not indicate quality of Honors thesis/project |
| 2018-19 | 44 (double check) | 9 | 15 | 18 | 2 |
| 2017-18 | 26 | 4 | 11 | 9 | 1 |

A sample of comments from thesis advisors:

-“Sophia has an exciting thesis that we plan to publish in the next year.”

-“Claire did an excellent job both researching and writing her thesis.”

-“This thesis is exceptionally well done and shows both theoretical rigor and strong, intuitive policy analysis.”

-“Audrey’s distinction project presented a beautiful exhibition of portrait photography and sculptural installation that captured responses to trauma in an emotionally confrontational, thought-provoking, and inspiring way.”

“I feel that Natalie’s thesis could be submitted for publication in 2019.”

“Outstanding thesis; worthy of a Master’s thesis!”

“Terrific, innovative work.”

In AY 18-19, several of our honors students were nominated by their thesis advisor for entrance in the national NCHC Portz Scholar Thesis Contest in recognition of their outstanding work. These are: Cassidy Anderson, Brenn Anderson-Gregg, Skylar Bowden, Kyle Brinkman, Caroline Downey, Austin Johnson, Roxana Hu, Andrea Ku, Madison Laird, Peter Leach, Elizabeth Lochhead, Moriah Mabry, Audrey Miklitsch, Avery Niemann, Natalie Oberer, Rachel Pierstorff, Victoria Reddington, Thomas Renard, Suraj Renganathan, Kyle Sun, Daniel Temmen, Sarah Thomas, Angelina Thomson, and Rachel Wagner.

**Appendix F: Thesis topics and advisors AY 18-19**

Cassidy Anderson

Biological Sciences thesis: “The Neuroprotective Effects of Pyrroloquinoline Quinone Against Oxidative Stress and Amyliod-beta Peptide Damage”

Advisor: Daniel Linseman

Brenn Anderson-Gregg

Economics & Geography thesis: “Drugs and Where to Find Them: A Case Study of the Denver Illicit Drug Market”

Advisors: Juan Carlos Lopez and Andrew Goetz

Sophia Anner

Biological Sciences thesis: “Effects of Advanced Maternal Age on Sperm and Reproductive Tissue Mass in Male Offspring”

Advisor: Robin Tinghitella

Skyler Bowden

International Studies thesis: “Exploring the Roles of Men in Feminist Movements in Argentina”

Advisor: Lynn Holland

Kyle M. Brinkman

International Studies thesis: “Making ‘Good’ Aid: Defining the Effectiveness of Aid Through Agency Implementation and Practices”

Advisor: Robert P. Uttaro

Jessica Dallas

History Thesis: “World War II and the Start of Modern Blood Banking”

Advisor: Carol Helstosky

Tom Dattilo

Spanish & International Studies thesis: “Una Unión Ibérica: El posible futuro de la integración para España y Portugal”

Advisor:

Sophia DeKlotz

Biological Sciences thesis: “Structure/Function studies on the gar (*Lepisosteus oculatus)* accessory protein, MRAP1”

Advisor: Robert Dores

Lane Dickey

Lamont School of Music thesis: “Renegotiating National Identity: The Cultural Politics of Hip-hop Music in the U.S. and France”

Advisor: Petra Meyer-Frazier

J. Marcus Dockerty

Economics thesis: “Devaluation and its Consequences: The 1994 CFA Franc Devaluation and its Impact on Economic Indicators”

Advisor: Markus P.A. Schneider

Haley Donathan

Accountancy thesis: “Effectiveness of Non-Profit Funding Sources: Comparing Proceeds from Endowments to Individual Contributions”

Advisor: Ryan Caset

Caroline Downey

Psychology thesis: “Effects of Reappraising for Self and Other”

Advisor: Kateri McRae

Madison Gawler

Geography thesis: “Ecotourism, a Misused and Unachieved Term in the Osa Peninsula”

Advisor: Michael Kerwin

Claire Girardeau

Languages & Literature thesis: “El vestuario como idioma en el mundo del cine: Un análisis del vestuario en ‘Te doy mis ojos’ y ‘Flores de otro mundo’”

Advisor: Susan Walter

Elizabeth Hawkes

Languages & Literature thesis: “’Asianization’ of the Russian Far East: An Analysis of the Chinese Diaspora and its Social and Economic Consequences”

Advisor: Alexei Bogdanov

Roxana Hu

Chemistry & Biochemistry thesis: “Effects of Disease-Associated Mutations on Tau Fabril Growth, Propagation Patterns and Structure”

Advisor: Martin Margittai

Austin Johnson

Biological Sciences thesis: “Amyliod Beta Upregulates Polyamines in a Toxic Mechanistic Relationship that Increases Amyloidogenic Aggregation and Apoptosis in HT22 Hippocampal Cells”

Advisor: Daniel Linseman

Jehanzeb (JJ) Khan

Psychology thesis: “Understanding Positive Affect as a Factor of Temperment through an Evaluation of Eyetracking Data in 7-month Infants”

Advisor: Julia Dmitrieva

Andrea Ku

Biological Sciences thesis: “

Advisor: Shannon Murphy

Madison Laird

Biological Sciences thesis: “Screening of Single Cell Clones for Fam193A KO: A Possible p53 Mediator”

Advisor: Scott Barbee

Peter Leach

Psychology thesis: “Human vs. Software: Who is Better at Detecting Hopefulness”

Advisor: Kateri McRue

Nicholas Lippman

Daniels College of Business thesis: “Daniels Distinction Portfolio”

Advisor: Amy Phillips

Elizabeth Lochhead

Economics thesis: “Modeling Rental Insurance as a Method for Homeless Prevention in Denver”

Advisor: Juan Carlos Lopez

Moriah Mabry

Management thesis: “Women in Healthcare Leadership”

Advisors: Kathleen Novak & Linda Olson

Mari McCarville

Lamont School of Music thesis: “Junior Recital – A Musical Journey Around the World”

Advisor: Julie Thorton

Faith McKenna

International Studies thesis: “Concepts of Development in Theory and Practice”

Advisor: Rebecca Galemba

Alexander Medearis

Economics thesis: “Daniel’s Distinction Portfolio”

Advisor: Andrew J. Sherbo

Audrey Miklitsch

Marketing thesis: “Marketing Distinction Portfolio”

Advisor: Ana Babic Rosario

Audrey Miklitsch

Art & Art History thesis: “Unnamed”

Advisor: Chinn Wang

\*Avery Niemann

Biological Sciences thesis: “Analyzing the effect on ligand sensitivity for xenopus tropicals MCIR, MC3R, MC4R, and MC5R as a result of coexpression with Gallus gallus MRAp1 in Chinese Hamster Ovary Cells”

Advisor: Robert M. Dores

Natalie Oberer

Biological Sciences thesis: “Relevant Contact Sites in the Interaction Between the Melanocortin-5 Receptor and ACTH(1-24)”

Advisor: Robert M. Dores

Rachel Pierstoff

Geography thesis: “Trends of Suburban Poverty Based on Walkability: A GIS Analysis of Minneapolis Suburbs”

Advisor: Andrew Goetz

Victoria Alexxis Reddington

Physics and Astronomy thesis: “GEM Detector Research and Development at CERN”

Advisor: **Mark Siemeas (different on thesis and verification form)**

Thomas (Trip) Renard

Reman School of Finance thesis: “Finance Portfolio”

Advisor: David B. Cox

Suraj Renganathan

Business Ethics & Legal Studies thesis: “Ending Global Supply-Side Corruption through Corporate Social Responsibility”

Advisor: Paula A. Holt

Donovan Rice

Sociology & Criminology thesis: “’Call I Fill You Up Now?’: The Depiction of Consent in Popular Internet Romantic Pornography”

Advisor: Lisa Pasko

Mary Sava

International Studies thesis: “Concepts of Development in Theory and in Practice”

Advisor: Rebecca Galemba

Ashten Scheller

Art History and International Studies thesis: “Monumental Memory: Erasure and Addition as Political Rhetoric in Contested Hungarian Public Spaces”

Advisor: Megan Jackson Fox &

Dylan Smith

Sociology & Criminology thesis: “Living with 420: Colorado Drug Arrest Rates and Racial Disparities Post-Legalization”

Advisor: Lisa Pasko

Alex Sophabmixay

Reiman School of Finance thesis: “Daniels Distinction Portfolio”

Advisor: Chi Hung (Kenneth) Leung

Kyle Sun

Mechanical & Materials Engineering thesis: “Optimizing Small Wind Turbine Siting in Urban Settings using CFD and other Computational Tools: A Case Study”

Advisor: Jason Roney

\*Daniel Temmen

Geography thesis: “Diversity and Density of Melastomataceae along an elevation gradient in the Andes”

Advisor: Michael Kerwin

Sarah Thomas

Biological Sciences thesis: “Effects of physical exercise and cognitive training on serum Alzheimer’s and cytokine biomarkers in healthy older adults”

Advisor: Lotta Granholm

Angelina Thomson

History thesis: “Sowing the Seeds for their Own Destruction: The Rise and Fall of the Ku Klux Klan in Denver (1921-1926)”

Advisor: William Philpott

Rachel Wagner

Public Policy thesis: “Improving Teacher Quality in American Public Schools”

Advisor: Robert Fusfeld

Lauren Yehle

Political Science & History thesis: “Movement and Countermovement Dynamics between the Religious Right and LBG Community Arising from CO’s Amendment 2”

Advisors: Joshua C Wilson, Nancy Wadsworth, & Susan Schulten

**Appendix G: Honors Courses Offered AY 18-19**

AISC/SISC Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Literary Inquiry: The Pastoral | Ramke | 20 | 7 |
| Immigrant Voices | Goodfriend | 20 | 6 |
| War and the Presidency | Schulten | 20 | 21 |
| Globalization and Cultural Texts | Gould | 20 | 16 |
| Philosophical Approaches to Perception and Reality | Reshotko | 20 | 20 |
| Introduction to Micro and Macroeconomics | Urquhart | 25 | 23 |
| Principles of Sustainability | Trigoso | 25 | 25 |
| Hard Choices in Public Policy | Salucci | 26 | 24 |
| Global Environmental Change I-III | Trigoso, Sullivan, Daniels | 40 | 44, 40, 37 |
| Individualized Option (Biology) |  |  |  |

ASEM Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Diseases in World History | Smith | 17 | 15 |
| Myths of Medieval Encounter | Melleno | 15 | 16 |
| Murder in America | Pasko | 17 | 15 |
| American Road Trip | Alfrey | 17 | 16 |

HSEM:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Reflection | Taczak | 15 | 6 |
| Leading in Honors | Alfrey, Miller | 15 | 10 |
| The National Parks: Art and Sciences (4 sections) | Alfrey, Miller | 15 | 8, 8, 10, 10 |
| Engaging the Bard I | Alfrey | 10 | 10 |
| Migration and Diaspora Narratives | Nwosu | 15 | 8 |
| Che Guevara | Taylor | 15 | 9 |
| Returning from Abroad | Miller | 15 | 16 |
| Mind of a Leader | Loeb | 15 | 11 |
| Engaging the Bard II | Alfrey | 15 | 9 |
| Cervantes and the Canon | Leahy | 15 | 3 |
| Ethical Dilemmas in Neurology | Linseman | 15 | 16 |
| Diamonds, Gold and War: South America | Lavanchy | 15 | 12 |

3 Honors Contracts were also approved to meet individual’s AISC, SISC, and ASEM requirement. (Avery Stackle, Athena Wilkinson, Audrey Miklitsch)