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## Faculty Senate Executive Committee Minutes, September 23, 2019

Utah State University

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## FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

September 23, 2019

3:30 – 5:00 p.m.

Old Main-Champ Hall

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**Present:** Patrick Belmont (President), Timothy Taylor (President-Elect), Frank Galey (Ex-officio), Nancy Hills, Daniel Holland, Vonda Jump for Jessica Lucero, Christopher Monz, Erin Davis, Richard Heflebower, Don Busenbark, Robert Wagner, Jan Thornton, Michele Hillard, Thomas Lachmar, Yoon Lee,

**Absent:** Noelle Cockett (Ex-officio), Becki Lawver (Past-President), Benjamin George, Spencer Wendel

**Guests:** Dexton Lake, Kristine Miller

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Call to Order - Patrick Belmont

[Approval of Minutes](#) – August 26, 2019

*Minutes approved as distributed.*

### **University Business - Frank Galey, Provost**

The Board of Regents has proposed forming a special committee to look at articulation of courses at all institutions in the state of Utah. They are looking to see which classes can transfer straight across to other institutions in the state. General education courses are generally transferrable and don't seem to have problems transferring. Some students, however, are having problems with other courses not being transferrable. This committee would be the final arbiter regarding articulation. It is felt that those decisions between institutions is really a faculty responsibility. If there are disputes regarding the articulation they should be pushed back to the major areas and the responsible faculty member. It is felt that the content of the curriculum really boils down to the faculty and shared governance. Currently pushing to support more complete articulation at the 1000 and 2000 level. USU's higher level courses has a different curriculum from other institutions. Some of the majors committees have advisors and advisors and they should not be making these decisions. It should always be the decision of the faculty members. Current working with the Registrar to find faculty who can be the point person for these questions/transfers. USU will be rolling out a workshop in October that will be looking at curricular complexity. We will be using a nationwide tool that will help the faculty look at their curriculum and that will be beneficial to their students. Taking the workshop to the department heads and then they will be responsible for bringing it back to the faculty. Also working with connections and general education issues.

President Belmont asked that Robert Wagner give a brief update on the comprehensive strategic enrollment plan. This plan will be more effective and efficient in getting to the students and helping them succeed. Last spring the steering committee went through the process identified as key performance indicators (KPI). One KPI is to increase enrollment and another is to increase diversity. The working groups expanded their representation of this process and are reviewing all action strategies that have been put together to date. Once the review is complete they will be reporting to the steering committee. From there, the strategies, goals, and plans will be put in place. In December these items will be narrowed down and a plan will be implemented in January. Phase I plans for undergraduate education and statewide campuses and USU online branding. Phase II will take place in 2020 and each college will develop their own strategic enrollment plan.

## Information

### Human Resource Policy Changes - Doug Bullock

This information item was discussed at the last Faculty Senate Executive Committee meeting and was moved on to the Faculty Senate, however, Doug was not able to make the September 9 senate meeting so he will present at the October 7 meeting.

*Motion to move to Faculty Senate Agenda made by Thomas Lachmar. Seconded by Dan Holland. Moved to Faculty Senate agenda.*

### EPC Monthly Report – September 5, 2019 - Frank Galey

29 semester course approval requests were reviewed and approved.

Three R401 proposals were reviewed and approved.

There was no report from the Academic Standards Subcommittee.

There was no report from the General Education Subcommittee.

Approved change in language regarding intensive designation for courses at USU

*Motion to move EPC Monthly Report to Faculty Senate agenda made by Robert Wagner. Seconded by Timothy Taylor. Moved to Faculty Senate agenda.*

### 321 Respectful Workplace-Employee Rights - Patrick Belmont

The 321 code is relevant to the 403 faculty code changes. At this point this is defining a work environment with mutual respect. Defines terms regarding humiliation, bullying, etc. Undergoing a major revision right now.

*Motion to move 321 Respectful Workplace to Faculty Senate agenda made by Timothy Taylor. Seconded by Erin Davis. Moved to Faculty Senate agenda.*

### USUSA-Student Rep on Faculty Search Committees - Dexton Lake

USUSA has brought forward a resolution that would include having a student representative on all faculty searches. It came to their attention last year that there are not always students on faculty hiring committees. It appears that some academic colleges do and some do not. Faculty code areas that were identified by this issue are 404.33 and 405.51. Change would only require minor wording changes and would help with getting student input. Add at least one student to all hiring committees. It is felt that the students have insight that might be beneficial. Discussions would be open as to whether the student would be available to vote. Voting is not an issue they just want to be able to have some input. In some colleges the student representative are graduate students, however, it could be either graduate or undergraduate. Once the resolution is passed through USUSA they will come back to the Faculty Senate Executive Committee and ask for it to be moved to the senate.

## Reports

### Educational Policies Committee Annual Report - Frank Galey

735 course actions were handled during the year.

Acted on 37 various R401 proposals.

Discussed approval for new policy language on EPC/Curriculum subcommittee handbook.

General Education Subcommittee approved 15 course designations.

Depth courses were simplified from five to three categories.

Academic Standards approved USU global engagement scholar transcript. Grading option change to T.

*Motion to move to Faculty Senate agenda made by Vonda Jump. Seconded by Erin Davis. Moved to Faculty Senate agenda.*

### Honors Program Annual Report - Kristine Miller

This is the fifth year of the Honors program. The idea was to make Honors the center of admission.

The student demand for Honors has grown and Honors is currently reviewing how many students they can efficiently and effectively serve. Honors takes students and provides them with opportunities in interdisciplinary activities. The program served 730 USU students last year and that is 5% of the Logan campus population. There were 527 applications submitted for 170 openings. The incoming class included 212 students and there was 10% more faculty involvement this past year. Distributed \$10K in scholarship money last year. Honors has been designated as a community engagement department. 87% of students having any contact with honors graduated from USU. Currently moving Honors to the statewide campuses. Piloting the student opportunity center and developing the Honors leadership academy. Next year Honors will conduct a self-study and internal review.

*Motion to move to Faculty Senate agenda made by Thomas Lachmar. Seconded by Yoon Lee. Moved to Faculty Senate agenda.*

### **Old Business**

Faculty Forum update - Patrick Belmont

Four college level faculty forums have currently taken place with five more to go. All but one will be done before the next Faculty Senate meeting. These meetings have been going well and attendance is variable but there was a good turnout with the Library and College of Humanities and Social Sciences. Some issues have come up with software user interface. Digital measures is the one that has been uniformly an issue with the colleges. Also discussed best practices for Promotion and Tenure. The Library is facing a major issue with journal subscriptions.

It was decided to move this item to the November meeting just before the Faculty Forum.

[403.3.1](#) Standards of Conduct-Faculty Responsibilities to Students (2<sup>nd</sup> reading) - Patrick Belmont

Last week Mica McKinney asked about the code. It is creating some complications and they need additional clarification. Want to ensure that the university is moving forward on these issues. Just keep definitions in HR code and refer to those.

*Motion to move Faculty Code 403.3.1 to Faculty Senate agenda made by Thomas Lachmar. Seconded by Nancy Hills. Moved to Faculty Senate agenda.*

[403.3.2](#) Standards of Conduct-Professional Obligations (2<sup>nd</sup> reading) - Patrick Belmont

Last week Mica McKinney asked about the code. It is creating some complications and they need additional clarification. Want to ensure that the university is moving forward on these issues. Just keep definitions in HR code and refer to those.

*Motion to move Faculty Code 403.3.2 to Faculty Senate agenda made by Dan Holland. Seconded by Nancy Hills. Moved to Faculty Senate agenda.*

Adjourn 4:48 pm



## **FACULTY SENATE EXECUTIVE COMMITTEE MINUTES**

August 26, 2019

3:30 – 5:00 p.m.

Old Main-Champ Hall

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**Present:** Patrick Belmont (President), Becki Lawver (Past-President), Timothy Taylor (President-Elect), Noelle Cockett (Ex-officio), Frank Galey (Ex-officio), Benjamin George, Nancy Hills, Daniel Holland, Spencer Wendel, Vonda Jump for Jessica Lucero, Christopher Monz, Carol Kochan for Erin Davis, Richard Heflebower, Don Busenbark, Robert Wagner, Jan Thornton

**Absent:** Thomas Lachmar

**Guests:** Neal Legler, Academic and Instructional Services  
Travis Thurston, Academic and instruction Services  
Doug Bullock, Executive Director Human Resources

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### **Call to Order - Patrick Belmont**

[Approval of Minutes](#) – April 15, 2019

*Minutes approved as distributed.*

### **University Business - Noelle Cockett, President | Frank Galey, Provost**

Provost Galey discussed the faculty taskforce that was put in place to look at women and gender studies. The new structure has been announced and will appear in USU Today on Thursday. Going to be doing a deep dive into the women and gender studies curriculum and will include all colleges. By doing this, it is felt that it will make it a more inclusive program. Also working on faculty code changes that will be begin moving forward this fall. Need to clean up the code and get ready for review and comments. Changes such as regional campuses to statewide campuses and removing mention of chancellors/vice chancellors will be updated. The university has been ordered by the state legislature to focus on technical education. USU is moving forward to create a new category for certificate trainers and this will be moving forward to the PRPC committee. There will be changes in operations for the technical education courses, to include open entry and be open ended. This will also be industry driven and will change the way we do our R401 submissions. A report will be provided once a semester regarding what is going on in the tech programs. This will also be reported in upcoming EPC meetings. Looking a revamping the tenure academy and modernizing it. Also looking at a process of creating an academy for new department heads. This will be kicked that off in the next week or so with Q&A with the new department heads. Currently working with Lee Rickords on the General Education program and looking at assessing the breadth courses. This will be accomplished by assessing one rubric at a time. There is a current search open for a Vice Provost. Until someone is hired, Provost Galey will assume responsibilities for chairing certain committees.

President Cockett has been president for past two and a half years and at the time she accepted the position she set up ten priorities that she wanted to advance at the university. These priorities have been a long time coming. The president is setting up a state-of-the-university speech on October 1 at 10:00 am in TSC Ballroom and Aggiecast will be available for those who can't attend in person. A report on enrollment numbers is residing now in Academic and Instructional Services with Robert Wagner as well as in Analysis, Assessment and Accreditation with Michael Torrens. USU is up 1.7% for incoming freshman but are down on continuing students which makes enrollment relatively flat. However, this is a very positive report for USU as the university has dramatically decreased the time to graduation. The completion rate jumped 8% for last spring 2018 to spring 2019. The plateau tuition continues to expand and increased 6% last year so that it is now at 13%. USU is getting money back

from the state to off-set this in performance funding. While our enrollments look flat we have an incredible story to tell due to our completion rate. Unfortunately here in the state they still look at numbers and headcount. The president prefers FTE and doesn't think enrollment numbers tell the whole story. President Cockett will be educating the regents and others regarding these numbers. Today is the kick off for Year of the Woman. This is in recognition in part of three anniversaries that the state of Utah will be having over the next 18 months. 150<sup>th</sup> anniversary of Utah granting women the right to vote. Right at 50 years for the US giving the right to vote through the women's suffrage. While it was started to honor the suffrage the university is looking at women and what they have accomplished as a result of USU. A website will be launched and there will be multiple celebratory events. One event is the American Festival Chorus concert on September 27 at 7:30 pm which will include selections from the suffrage song book.

### **Information**

#### **Welcome 2019-2020 Faculty Senator Executive Committee - Patrick Belmont**

Welcome to all members, including new members who are just beginning their term. The things that are decided in this meeting and in Faculty Senate have a huge impact on how the university runs. Might want to look at the attendance requirements to see if they mimic the Faculty Senate code.

#### **College Level Faculty Forums - Patrick Belmont**

The issue of low attendance and no substantive discussions came up at last year's Faculty Forum. The faculty forums have been very lackluster. This year trying out the suggestion of having college scale forums leading up to the overall faculty forum. Currently eight colleges have requested a college forum in advance of the university faculty forum in November. Most of them have already decided on dates for their forum and working with the others for dates/times. The dates of September 10- October 20 have been set aside for these meetings. Meetings will be kept informal. Will also be discussing the updates on Greenhouse Gas Reduction updates.

*Motion to accept the college level faculty forums and move them to the faculty senate agenda made by Dan Holland. Seconded by Benjamin George. Moved to faculty senate agenda.*

#### **Human Resource Policy Changes - Doug Bullock**

Summary of key policy changes:

- Clarify Types and timing of salary adjustments
- Clarify Red Circle Adjustments
- Clarify approval for unusual meritorious
- Increase discretion for starting offers
- Clarify communication of salary grades
- Add definitions

*Motion to move the human resources policy changes to the faculty senate agenda made by Carol Kochan. Seconded by Vonda Jump. Moved to faculty senate agenda.*

### **Reports**

#### **Empowering Teaching Excellence - Neal Legler | Travis Thurston**

Provided an update on what has been happening in the last year and also discuss where they are going. The focus, since the inception, has been to magnify a culture that already exists on teaching excellence. Help faculty get a sense of the culture of outstanding teaching. Put faculty with other mentors, bring in guest speakers, etc. These activities have been driven by the feedback and input from the faculty. Just finished the 6<sup>th</sup> ETE conference and had the largest turnout yet. There were approximately 100 attendees with 71 faculty presenters and the highest number of proposals. ETE 10 is a tiered digital badging program. It allows faculty to document their teaching improvements over time. Have awarded 1,055 badgers since the inception in 2016. 364 faculty have actually been awarded badges through this program. Working on the 5<sup>th</sup> issue of the journal on empowering teaching excellence. Building up contributions and distribution of journal as this is an open access journal. Looking at setting up three seminars each semester and will choose one outside presenter for fall and one for spring. Encouraged everyone to attend the upcoming events.

*Motion to move the Empowering Teaching Excellence annual report to the Faculty Senate agenda made by Dan Holland. Seconded by Vonda Jump. Moved to faculty senate agenda.*

**Old Business**

- 403.3.1 – Standards of Conduct – Faculty Responsibilities to Student
- 403.3.2 – Standards of Conduct – Professional Obligations
- 405.8.2 – Faculty with Tenure below Rank of Professor
- 405.11.4 – External Peer Reviews
- 405.12.2 – Post-Tenure Review of Tenured Faculty
- 407.1.1 – Non-punitive Measures
- 407.8.5(3) – Temporary Suspension with Full Pay Pending Final Disposition
- 407.11.2(2) – Notification of Faculty Member
- 407.11.3 – Protection of Complainant and Others

No code will be brought forward for the first meeting of Faculty Senate. David Farrelly has volunteered to chair the PRPC and they will be working on getting these codes through the senate this year. There is a new policy committee working on streamlining the policy/code process. Met with the president this morning and they agreed that changes will be coming.

**Adjourn: 4:35 pm**



## POLICY MANUAL

### GENERAL

#### Number 321

**Subject:** ~~Employee Rights~~ Respectful Workplace

**Covered Employees:** All Employees

**Date of Origin:** January 24, 1997

**Date of Revision:**

**Effective Date**

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#### 321.1 POLICY

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The University is committed to maintaining a working environment that encourages mutual respect, ~~and promotes civility and facilitates congenial~~ collegial relationships. To build and promote trust, all USU employees are collectively responsible for providing a work environment that is free from abusive conduct, including but not limited to ~~such as~~ mistreatment, bullying, humiliation ~~harassment~~, and/or intimidation. University-related interactions should be conducted with courtesy, civility, decency, and a concern for personal dignity. ~~All~~ all employees of USU, in order to build and promote trust, we are collectively responsible for providing a work environment that is have a right to work in an environment free from mistreatment, intended to demean, impugn, or harassment, and/or intimidation and where individuals are treated with dignity and respect, and hostility. ~~All~~ All USU employee communications and interactions are ~~protected~~ treated in accordance with University Policies 319: (name)Employee Privacy and Confidentiality and 556: Information Privacy: (name). ~~The expectation is that professional language will be used, interactions are not recorded, and there is no involvement of unrelated~~ 3rd ~~third~~ parties able to re not provided unauthorized access to university and employee information.

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The University prohibits mistreatment of its employees by supervisors, administrators, faculty, coworkers, and students.

Employees violating this policy are subject to disciplinary action, ~~ranging from an written oral~~ verbal warning up to, and including termination of employment as per Policy 311: Corrective Action which applies to benefitted employees (Non-faculty) and Policy 407: Academic Due Process: Sanctions and Hearing Procedures (ref 311 & 407 & leaders who do discipline under each Faculty) ~~depending on the seriousness of the offense.~~

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For questions regarding sexual harassment, please refer to the University's USU Policy 339: Sexual Harassment Policy (339). For behaviors in violation of protections afforded by federal law, refer to USU Policy 303: the Affirmative Action/Equal Opportunity Policy. (303).

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## COMMUNICATION & INFORMATION

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The University establishes respectful workplace communication by continuously building trust. We accomplish this by ensuring employee communications and information are used appropriately and are protected in accordance with University Policies 319 and 556. This is further established by ensuring interactions are centered around trust; professional language is used; interactions are not recorded, and there is no involvement of unrelated 3<sup>rd</sup> parties able to access employee information or communications.

## 321.2 ~~23~~ PROCEDURES PROVISIONS

### ~~223.1~~ Identification-Reporting and Resolution of Mistreatment, Harassment, or Intimidation Abusive Conduct

Mistreatment occurs when an If an employee is the subjected to or observes the reoccurring of action(s); from of an individual, or group of individuals, of another employee or group of employees that have no work or business basis and that which may constitute mistreatment, harassment, and/or intimidation abusive conduct of another, the such behavior should be reported to the employee's supervisor; that demean and/or, intimidate, harass or disrupt the employee; and are reoccurring.

### ~~223.2~~ Resolution Procedure

EmployeeEmployees should first attempt to resolve problems involving mistreatment within his or hertheir own areas. This should be done by meeting with his or herthe appropriatetheir immediate administratorssupervisor, who is best situated toean effectively determine the nature and extent of the problem and initiate effective resolution.

If an employee does not feel comfortable in contacting their immediate supervisor administrator(s) within his/her administrative area, the employee may contact another the next-level of management within their reporting chain, department or the Office of Human Resources, who will meet with the employee and then initiate an appropriate informal process to determine the nature and extent of the problem and appropriate resolution. The Office of Human Resources works as a mediator in resolving issues and does not exercise any formal controls or sanctions.

If the problem is not resolved through the above processes, the employee may exercise his/her rights under the appropriate grievance process as outlined in policy 325.

Commented [WU1]: Change language to reflect who can grieve

## 321.3-34 RESPONSIBILITY

### 334.1 University Administrators~~Department Heads/Supervisorss~~

It is the obligation of all University administrators~~Supervisors~~ are have an obligation to ~~guarantee set expectations in their areas to ensure a safe, collegial, and respectful workplace for all employees and address issues as they arise and ensure a safe and respectful workplace for all~~ the rights and dignity of employees. If an administrator-a supervisor becomes aware of a situation within his/her area that may violates this policy, the administrator-supervisor should ~~make every effort~~ take appropriate steps to resolve the problem first on an informal basis. If informal processes ~~fail~~ are not adequate to address the situation, then formal disciplinary procedures should be utilized. per Policy 311: Corrective Action and Policy 407: Academic Due Process: Sanctions and Hearing Procedures. Ref 311 & 407.

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### 334.2 Employees

Employees have an obligation to recognize and respect students, the rights of coworkers, supervisors, and the University. Employees are responsible for responding to and reporting perceived ~~harassment mistreatment~~ abusive conduct in accordance with ing to the guidelines in this policy. ~~For assistance, employees should contact their supervisor or the Office of Human Resources.~~

### 34.3 Office of Human Resources

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~~Responsible for advising and assisting employees and departments in the implementation of this policy.~~ The Office of Human Resources may investigate, make determinations, advises, assists and/or mediates between employees and departments in resolving possible violations of this policy issues.

## 321.4 DEFINITIONS

4.1 Employee – Any individual legally employed by the University in any capacity

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4.2 Supervisor - A person employed by Utah State University who has hiring authority for and holds a position that directly supervises an employee of Utah State University.

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4.3 University-related Interactions – Any job function that pertains to the University

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4.4 Intimidation – Conduct that causes undue fear and distress

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4.5 Humiliation – Conduct that causes undue embarrassment, shame, disgrace or dishonor

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4.6 Civility – Courtesy, politeness

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4.7 **Bullying** – Conduct that seeks to harm, intimidate, coerce, persecute or torment; often repeated or habitual

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4.8 **Reporting Chain** – Levels of supervisory roles within a department or unit

**Commented [MM2]:** I am not sure these need definitions

4.9 **Informal Process** – Any process that does not follow the formal process set forth by USU Policy 311, i.e., Conversation, Letter of Expectation

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4.10 **Formal Processes** – Following the progressive steps of corrective action as set forth by USU Policy 311

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and does not exercise any formal controls or sanctions.

**Commented [MM3]:** I'm not sure you need a definition for this. Particularly if you are just using a dictionary definition

## **Report from the Educational Policies Committee September 5, 2019**

The Educational Policies Committee (EPC) met on September 5, 2019. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page ([www.usu.edu/epc](http://www.usu.edu/epc)).

During the September 5, 2019, meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- No Action Items.

2.. **Academic Standards Subcommittee**

- No Report.

3. **Curriculum Subcommittee**

- Approval of 29-course requests.
- Approval of a request from the Department of Engineering Education in the College of Engineering to **discontinue the Engineering Education Certificate**.
- Approval of the request from the Department of Humanities and Social Sciences in the College of Humanities and Social Sciences to offer a **Graduate Certificate in Anticipatory Intelligence**.
- Approval of the request the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a **minor in Arabic Studies**.

4. **Other Business**

Research/Scholarship/Creative Inquiry Intensive Designation for Courses at USU (Harrison Kleiner/Alexa Sand)

*Existing language (with a suggested edit removing “or USU 13XX”):* Proposals for these courses will be evaluated according to the above criteria as well as the following rubric. The proposal memo should explain in detail—with reference to the syllabus—how the instructor intends to satisfy these criteria and achieve these outcomes. A DXX course will set a higher bar for achieving proficiency than a BXX course. In addition, to meet these goals, smaller courses may emphasize oral communication and information literacy skills more than larger courses.

*Suggested addition:* A general education designation requires that instructors assess student learning in their courses and fully participate in the General Education Assessment Plan. That plan requires that instructors associate two assignments in Canvas, one early in the term and one late in the term, with the criterion that the relevant area sub-committee selected from the rubric. The relevant area sub-committees will use the assessment data to ensure that students in general education courses are achieving the expected outcomes.

## Proposed Changes

### 403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, **creative work** and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (~~policy 407.8~~) or ~~any other forms of harassment prohibited by USU Policies 303.2 and 339~~.

~~Harassment is defined as creating an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.~~

(11) Faculty members do not engage in discrimination against students (see USU policy 303.2).

~~(12) Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy 321). Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty members do not exploit students. Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse or vindictiveness. Faculty members do not exploit students. Discrimination is defined as prejudiced or prejudicial outlook, action, or treatment, or to make a difference in treatment or favor on a basis other than individual merit.~~

**Commented [PB1]:** Move this before 'of students'

**Commented [MM2]:** I recommend relying on the language in Policy 303 and the Equity Office's procedures and practices for implementing the policy. If, in the PRC's opinion, the language in 303 is insufficient, the Equity Office should revise. I would avoid having different definitions in 303 and 403.

**Commented [PB3]:** Deleted statement about 'faculty will not exploit students'. The term exploit is not well defined and exploitation is already dealt with in earlier sections of 403.3.1 (point 6 I believe). Mica suggested that if we want to include another point about exploitation we edit the language above or add a new point that specifically defines exploitation.

**Commented [PB4]:** Is there a legal definition of this?

**Commented [MM5]:** I recommend relying on the language in Policy 303 and the Equity Office's procedures and practices for implementing the policy. If, in the PRC's opinion, the language in 303 is insufficient, the Equity Office should revise. I would avoid having different definitions in 303 and 403.

## Final Policy

### 403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, **creative work** and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (see USU Policy 407.8) or **any other forms of harassment prohibited by USU Policies 303.2 and 339**.

(11) Faculty members do not engage in discrimination against students (see USU policy 303.2).

(12) Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy 321).~~Faculty members will not intimidate, humiliate or abuse students. Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse or vindictiveness. Faculty members do not exploit students.~~

## **Proposal Changes**

### **403.3.2 Standards of Conduct - Professional Obligations**

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.
- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.
- (7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.
- (8) Faculty members keep informed and knowledgeable about developments in their fields.
- (9) Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303 and 339 of other faculty members or any employee of the university (policy 407.9) or any other form of harassment prohibited by USU Policies (303 and 339.2).
- (10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (see USU policy 303.2).
- (11) Faculty members will not intimidate, humiliate or abuse other faculty members or any other employee of the university (see USU Policy 321—). Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty will not mistreat other faculty members or any other employee of the University in ways that include but are not limited to: psychological or mental abuse or vindictiveness.

**Commented [PB1]:** This clause was misplaced (added at the end of the sentence), I simply moved it to the appropriate location in the sentence.

**Commented [MM2]:** Note that HR is working on a respectful workplace policy. A prohibition on mistreating colleagues should refer to the HR policy. A prohibition on mistreating colleagues should refer to the HR policy.

**Commented [PB3]:** Missing a word here? Or commas?

**Commented [PB4]:** Delete this and start a new sentence here?

## **Final Policy**

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure and consent of the vice president for research and dean of the school of graduate studies.
- (7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.
- (8) Faculty members keep informed and knowledgeable about developments in their fields.
- (9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university [or any other form of harassment prohibited by USU Policies 303 and 339](#).
- (10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (see USU policy 303).

(11) Faculty members will not intimidate, humiliate or abuse other faculty members or any other employee of the university (see USU Policy ~~321~~). ~~Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty will not mistreat other faculty members or any other employee of the University in ways that include but are not limited to: psychological or mental abuse or vindictiveness.~~

Commented [PB5]: Need to move this?

**2018-2019 ANNUAL REPORT  
OF THE  
UTAH STATE UNIVERSITY  
EDUCATIONAL POLICIES COMMITTEE (EPC)**

**Submitted by**

**Edward M. Reeve, EPC Chair**

**Interim Vice Provost**

**September 2019**

## 2018-2019 Annual Report of the USU Educational Policies Committee

### MEMBERSHIP:

#### EPC Membership for the 2018-2019 Academic Year

- **Ed Reeve**, *Chair, College of Agriculture and Applied Sciences*
- **Nicholas Morrison**, *Caine College of the Arts and Curriculum Subcommittee Chair*
- **Sterling Bone**, *Jon M. Huntsman School of Business*
- **Christa Haring**, *Emma Eccles Jones College of Education and Human Services*
- **Timothy Taylor**, *College of Engineering*
- **Cathy Bullock**, *College of Humanities and Social Sciences*
- **Claudia Radel**, *S.J. & Jessie E. Quinney College of Natural Resources*
- **Dan Coster**, *College of Science*
- **Scott Bates**, *Academic Standards Subcommittee Chair*
- **Lee Rickords**, *General Education Subcommittee Chair*
- **Shana Geffeney**, *Regional Campuses*
- **Kacy Lundstrom**, *University Libraries*
- **Michelle Fleck**, *USU Eastern*
- **Geneva Harline**, *Graduate Council*
- **Allie Haas**, *USUSA Executive Vice President*
- **Kristin Hall**, *Graduate Studies Senator*
- **Jaren Hunsaker**, *USUSA President*
- Ex Officio, **Fran Hopkin**, *Registrar's Office*
- Ex Officio, **Michele Hillard**, *Secretary*

### MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2018-2019 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees:

Curriculum Subcommittee	Nicholas Morrison (Chair)
General Education Subcommittee	Lee Rickords (Chair)
Academic Standards Subcommittee	Scott Bates (Chair)

## **ACTIONS:**

The Educational Policies Committee acts on items presented to it from three subcommittees: Curriculum, Academic Standards, and General Education; as well as other items submitted directly to EPC for consideration.

### **A. Actions originating from the Curriculum Subcommittee:**

1. The Curriculum Subcommittee approved 735 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a variety and number of R401 proposals (N=37) for programs during the 2018 – 2019 academic year. Table 1 is a summary of those proposals.

**Table 1. Action taken by the EPC/Curriculum.**

<b><u>Unit/College/Department</u></b>	<b><u>EPC Actions 2018-2019</u></b>
Huntsman School of Business (HSB)	Change the prefix of specified MGT courses to a new prefix of MSLE
Department of Mathematics and Statistics in the College of Science	Offer an Applied Mathematics Emphasis
Office of the Executive Vice President and Provost	Establish a Latinx Cultural Center
Office of Academic and Instructional Services	Establish a Center for Student Analytics
Department of History in the College of Humanities and Social Sciences	Offer a Masters in Ancient Languages and Cultures
Department of English in the College of Humanities and Social Sciences	Change the name from American Studies to Folklore and American Studies. Restructure Folklore and American Studies
Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences	Offer a Baccalaureate degree in Chinese
Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences	Establish an I-System Institute for Transdisciplinary Studies
School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Add School Based and Community Based Emphases in Family and Consumer Sciences Education
School of Applied Sciences, Technology, and Education in the College of Agriculture and Applied Sciences	Offer an Emphasis in Farm and Ranch Operations

School of Applied Sciences, Technology, and Education in the College of Agriculture and Applied Sciences	Change the name from Agricultural Communication and Journalism to Agricultural Communication
School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services	Offer an Elementary Mathematics Specialist Graduate Certificate
Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences	Establish" an I-System Institute for Transdisciplinary Studies
USU Eastern-Blanding	Offer" an Associate of Applied Science degree in Surgical Technology
Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences	Add an Associate of Science Degree in Veterinary Technology
Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences	Offer a Certificate of Completion in Ranch Horse Science at the Blanding Regional Campus
Department of Management in the Jon M. Huntsman School of Business	Offer a BA/BS Degree in Business Administration with Emphases
Department of Management in the Jon M. Huntsman School of Business	Rename the BA/BS Degree in Business Administration to Management
Department of Journalism and Communication in the College of Humanities and Social Sciences	Add a Social Media Emphasis
Department of Applied Economics in the College of Agriculture and Applied Sciences	Change the name MS in International Food and Agribusiness to MS Agribusiness
Department of Plants, Soils, and Climate in the College of Agriculture and Applied Sciences	Change the name of the BS from Land, Plant, and Climate Systems to Soils and Sustainable Land Systems
Department of Electrical and Computer Engineering in the College of Engineering	Offer a minor in Electrical Engineering
Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences	Offer a minor in Hunger and Food Security Studies.
Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences	Discontinue the Bachelor of Science degree in Nutrition, Dietetics, and Food Sciences

Department of Nursing and Health Science in the Emma Eccles Jones College of Education and Human Services	Offer an RN to BSN Completion Program.
Department of Mechanical and Aerospace Engineering in the College of Engineering	Offer a minor in Mechanical Engineering
College of Humanities and Social Sciences	Establish a Center for Anticipatory Intelligence (CAI)
School of Applied Science, Technology, and Education in the College of Agriculture and Applied Sciences	Establish a Division of Career and Technical Education
Department of Economics and Finance in the Jon M. Huntsman School of Business	Offer a BA/BS in Finance with emphasis.
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Change the name from Parks and Recreation to Recreation Administration
College of Humanities and Social Sciences	Offer an undergraduate Anticipatory Intelligence Minor
Department of English in the College of Humanities and Social Sciences	Change the name from English: Professional and Technical Writing Emphasis to English: Technical Communication and Rhetoric Emphasis
Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services to	Offer a Bachelor of Science in Human Experience Design and Interaction
School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services	Discontinue all K-6 degree programs leading to licensure
Department of English in the College of Humanities and Social Sciences	Change the specialization name in Literature and Writing to Creative Writing
Department of Geology in the College of Science	Restructure Climate Adaptation Science
Department of Geology in the College of Science	Change the department name from Geology to Geosciences

#### Other Actions:

- Approval on new policy language for the EPC Curriculum Subcommittee handbook related to multiple-list, cross-list, and dual-listed courses.

**B. Actions originating from the General Education Subcommittee:**

1. Courses approved (N = 15) by the EPC in 2018-2019 for General Education Designation use are listed in Table 2.

**Table 2. Courses approved by the EPC for a General Education Designation**

<b><u>Course Prefix and Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Designation</u></b>
ARBC 4040	Language and Culture of the Arab World	DHA
LING 3200	Introduction to Linguistics	DSS
MUSC 1050	Contemporary Pop A Cappella: Context, Arranging, and Performance	BCA
BIOL 3200	Advanced Ecology	CI
ELED 4031	Teaching Language Arts	CI
SOC 2120	Social Statistics in Everyday Life	QI
ENGL 2640	Introduction to Ethnic Studies	BHU
SOC 2650	Globalization	BSS
ANTH 4330	Archaeology of Latin America	DSC
ANTH 3225	Sex, Evolution, and Health	DSC
HIST 3340	The Holocaust in History and Memory	DHA

APEC 1400	Introduction to Agriculture Policy	BSS
ELED 4041	Reading Assessment and Intervention	CI
PRP 1500	Leisure and Human Behavior	BSS
FCSE 1350	Financial Literacy	BSS

2. Actions that were taken by General Education Subcommittee (2018-2019):

- Depth Courses and Categorization of Majors Listed in the USU Catalog Simplified from five to three categories to match the three general education depth designations.
- Statement and Policy about Depth Courses Requirements. Change Catalog Language to reflect what is being done in practice.

**C. Actions originating from the Academic Standards Subcommittee (2018-2019):**

- Approval of a USU Global Engagement Scholar Transcript Designation.
- Temporary grade proposal approved and a temporary grade of 'T' was added to grading options at Utah State University.



# Annual Report

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Fiscal Year 2018-2019



September 13, 2019



# Annual Report

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**Fiscal Year 2018-2019**



Dr. Kristine Miller, Director

September 13, 2019

Compiled by: Andreas Leidolf, Coordinator

Reporting Period: 1 July 2018 – 30 June 2019

## A. OVERVIEW

### 1. Vision, Mission, and Goals

The University Honors Program is charged with placing a diverse group of USU's most ambitious students at the heart of a dynamic intellectual community. Built upon four key educational pillars (critical thinking, independent research, interdisciplinary learning, and civic engagement), the program trains its students to think deeply about how to make the world a better place. This university-wide program unites a variety of students and faculty across disciplines, whether in the classroom; through research, service, and creative projects; or at the many co-curricular events students attend on campus. Offering a progressive series of small, interdisciplinary seminars that satisfy USU's General Education requirements, the University Honors Program leads students both to find practical, creative solutions to local problems and to wrestle with big global issues. The practical application of academic knowledge is central to the program, which therefore engages students in professional development activities and gives them credit for internships, study abroad, research, grant writing, scholarly or creative presentations, and major service projects. All of this undergraduate work culminates in an Honors capstone project designed to create both a close professional relationship with a faculty mentor and a final product that showcases the student's academic and professional skills.

The University Honors Program serves USU's stated land-grant mission by fostering the principle that academics come first, cultivating diversity of thought and culture, and serving the public through learning, discovery, and engagement. Actively recruiting a diverse student and faculty body and modeling the kinds of work that all USU students can and should do, the University Honors Program is a centerpiece of USU's educational mission. The university therefore guarantees the program adequate infrastructure resources, including an appropriate budget and faculty, staff, and administrative support as necessary. The university is committed to creating and sustaining a robust Honors Program that exemplifies the best that USU has to offer.

### 2. Personnel

In addition to the director, the Honors Program employs three 1.0 FTE professional staff positions: an academic advisor, a program coordinator, and a staff assistant. See Table A-1 for a list of personnel employed during the reporting period.

**Table A-1.** Utah State University Honors Program personnel during FY 2018-2019.

Position	Name	FTE	Dates in Role
Director	Dr. Kristine Miller	1.0 <sup>a</sup>	07/01/2014 - present
Academic Advisor II	Lisa Hunsaker	1.0	08/01/2017 - present
Program Coordinator II	Andreas Leidolf	1.0	04/01/2018 - present
Staff Assistant III	Chelsey Gensel	1.0	12/04/2017 - present

<sup>a</sup> Dr. Miller's appointment to the Honors Program accounts for 65% of her role at USU, with 35% allocated to the Department of English for her position as Professor of English.



# **Year in Review: Honors Growth and Access**



## B. YEAR IN REVIEW

### From Students to Alumni: Growing Honors Citizen Scholars

The University Honors Program is central to Utah State University's educational mission of fostering the principle that academics come first, cultivating diversity of thought and culture, and serving the public through learning, discovery, and engagement. This year, Honors students have once again made an impact on their global, national, and local communities, demonstrating USU's success in completing its mission. Honors is proud to train and support Aggie Citizen Scholars who begin making their mark as students and continue changing the world as alumni.

Some highlights this year have included:

- Honors students Bryce Frederickson and Ethan Hammer won 2019 Goldwater scholarships.
- Honors student Abbie Weight served a humanitarian medical mission in Guatemala.
- Honors students Isaac Dixon, Charity Parkinson, and Hannah Penner completed SEED internships in the Dominican Republic, Peru, and the Philippines.
- Honors students Casey Trout's and Luke Flynn's Honors capstone work benefitted local non-profits Common Ground Outdoor Adventures and Jump the Moon Foundation.
- 71 Honors students presented their research and creative work at local, state, regional, national, and international conferences.

The success of our students continues after graduation. Recent Honors graduates have gained admission to prestigious graduate programs at Dartmouth College, Johns Hopkins University, The Ohio State University, Illinois State University, and Oregon State University. At least nine of our graduates have chosen to continue their education in USU programs, including the highly competitive WIMU Regional Program in Veterinary Medicine. This level of success is clear in even a brief snapshot of Honors alumni. This year, we engaged 53 Honors alumni in our innovative, curriculum-based Honors Alumni Mentoring Program. The global, national, and local impact of these talented individuals is clear: they work for a range of companies and institutions, including NASA, the BBC, Google LLC, and the Utah Public Health Laboratory. They serve as emergency physicians, study sports nutrition, develop products to maximize livestock performance, research Russian new-generation warfare, and design obstacle detection and avoidance systems for autonomous vehicles. They give briefings in the White House Situation Room, oversee Presidential correspondence, develop advanced prosthetic limbs that integrate with the nervous system, and work as space plasma physicists investigating metallic asteroids.

By intentionally cultivating such a community of Honors Citizen Scholars, both at USU and beyond, the Honors Program demonstrates the possibilities for all Aggies. We will build upon our success in the coming year with three key initiatives: 1) an Honors pilot release of a searchable national database that publicizes academic and research opportunities for students; 2) a strategic restructuring of USU's application and mentoring process for national scholarships and fellowships; and 3) an expansion of the Honors

## B. YEAR IN REVIEW

alumni presence on our Logan campus, through scheduled visits, talks, and preliminary work in developing an Honors Alumni Advisory Board.



*Honors Student and 2019 Goldwater Scholar Bryce Frederickson ('20, Mathematics)*



*Honors Student and 2019 Goldwater Scholar Ethan Hammer ('20, Conservation and Restoration Ecology)*

## B. YEAR IN REVIEW

### **From Professor to Mentor: Collaborative Learning, Discovery, and Engagement**

At the heart of USU's mission are learning, discovery, and engagement, three educational outcomes guided by USU's outstanding faculty. The Honors Program engages faculty with talented students from across disciplines and rewards mentorship of developing Citizen Scholars. Our signature annual event, the Honors Last Lecture, features one of many exceptional professors who impact the education of our students through innovative teaching and creative research.

The 43rd Annual Last Lecture was presented by Dr. Jeannie Johnson (Political Science), the students' choice this year for Honors Outstanding Professor. Dr. Johnson delivered "America in the Mirror: Reflections and Blindspots," her imagined "last lecture," to an audience of 250 Honors students, faculty, staff, community members, and invited guests. This community event celebrates the power of dynamic faculty to shape our students' lives. The faculty nominated by Honors students for this university-wide award model the ability to communicate, both in class and in public, the genuine value of their research and teaching. This event is as central to Honors programming as faculty are to our—and USU's—mission.

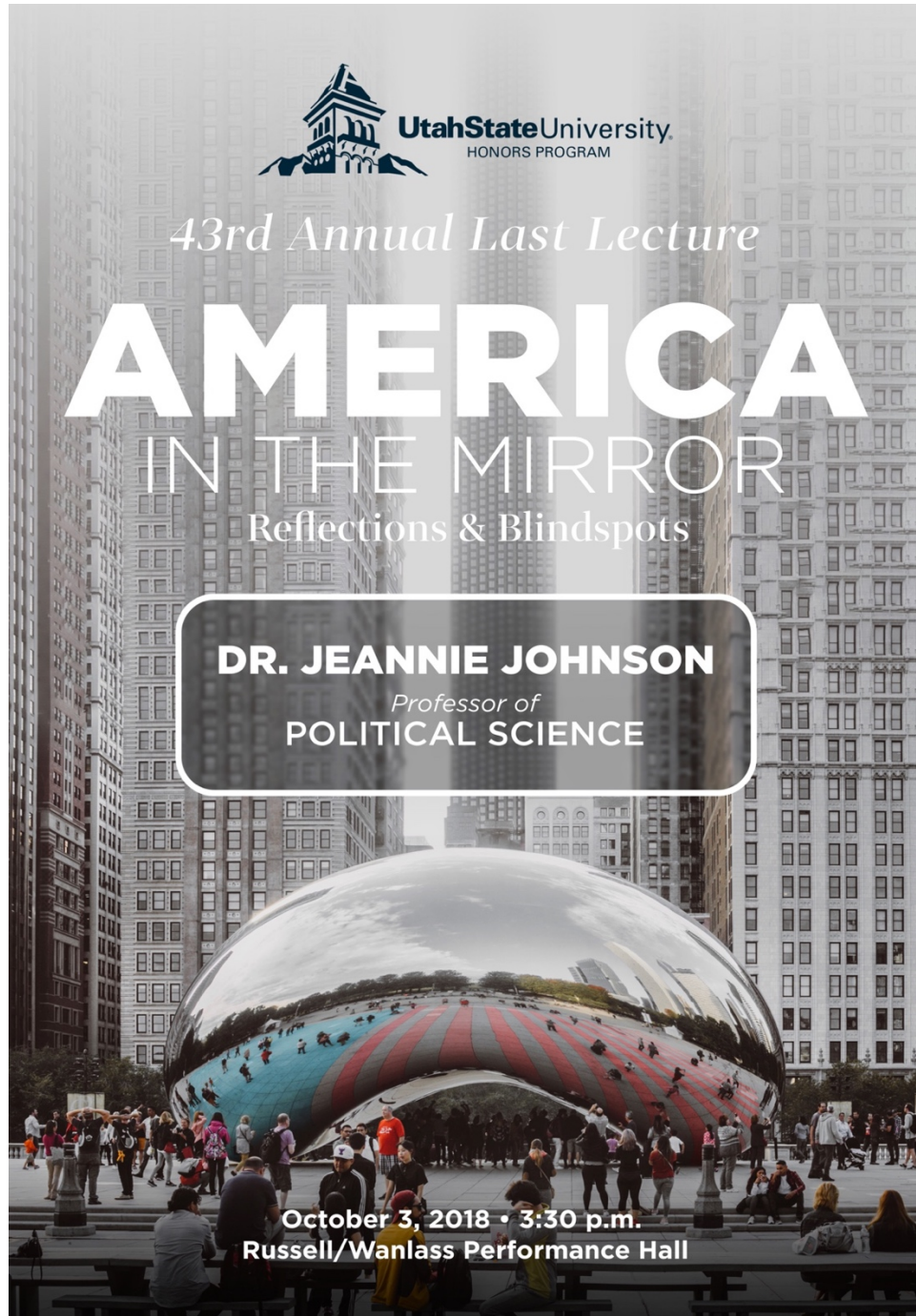
Faculty have clearly embraced this mission. This year, 238 faculty engaged with Honors in some way, an increase of 10% over last year. This work included teaching Honors Experience Seminars (General Education (GE) Breadth courses) for first-year students; Honors Think Tanks (team-taught, cross-disciplinary GE Depth courses) for sophomores and juniors; and Honors sections of required courses (e.g., ENGL 2010, BIOL 1615, MATH 1220, and ENGR 3080). Beyond the classroom, faculty mentored Honors in Practice (e.g., research, community engagement, internships, study abroad) and capstone projects, ran Honors Book Labs (reading groups for up to five students), and served as Departmental Honors Advisors for students in their majors. Honors supports this faculty work with 1) course-development and buy-out stipends for teaching our courses; 2) awards for mentoring Honors students and serving the program; and 3) clear language in the faculty code about the importance of Honors work within the promotion and tenure process and centrally standardized documentation of that work. This year, we invested \$56,000 in courses; honored four faculty members with outstanding teaching, mentoring, and service awards; and provided promotion and tenure documentation to 52 faculty members.

While faculty guide beginning Honors students toward learning, discovery, and engagement, the Honors curriculum gradually transforms this guidance into collaboration. Faculty mentors benefit from Honors student expertise, energy, and creativity when they engage these students in research, creative work, and pedagogical innovation. The flexibility of the Honors curriculum allows mentors and students to partner in developing mutually beneficial projects, and such collaboration leads to outstanding professional connections and outcomes for both students and mentors.

This movement from professor to mentor in Honors is a model at USU. Our plans to build upon our success this coming year include: 1) expanding our course curriculum with new Honors Experience and Think Tank courses; 2) piloting Honors on statewide campuses;

## B. YEAR IN REVIEW

and 3) involving faculty in developing local content for our new student opportunities database.



*The USU Honors Program's 43<sup>rd</sup> Annual Last Lecture, "America in the Mirror: Reflections and Blindspots," was delivered by Dr. Jeannie Johnson on October 3, 2018, in the Russel/Wanlass Performance Hall on USU's Logan campus.*

## B. YEAR IN REVIEW

### **From Class to Curriculum: Building Pathways for Citizen Scholars**

The Honors Program's "Dare to Know" challenges students to chart their own academic journeys by following their passion and curiosity. Honors thoughtfully guides students on these journeys through integrated experiential learning, mentored projects that extend academic learning beyond the classroom, and structured reflection. The aim of this curriculum is to lead students from the logical starting point of class participation to the ultimate goal of defining and demonstrating their skills as Honors Citizen Scholars.

This year, Honors has developed three new integrated Honors learning experiences that lead students toward both Honors graduation and specific USU transcript designations: undergraduate research, global learning, and community engagement. Each of these pathways offers a year-long immersion in topics chosen by a faculty mentor. The Honors Integrated Research Experience for Undergraduates (HIREU), mentored in its first year by Dr. Steve Young (Plants, Soils, and Climate), engages students with local and global research on invasive plants through lectures, lab work, undergraduate research projects, and a cohort comparative research trip to Taiwan. The Honors Integrated Study Abroad Experience (HISAE), for which Honors is currently seeking funding, engages a cohort of first-year, first-generation Honors students in preparatory coursework followed by European travel focused on the intellectual development of scholasticism, humanism, and the scientific method; the experience connects these ideas to the student's own transition to college. The Honors Integrated Community Engagement of Undergraduates (HICEU), under construction by Dr. Avery Edenfield (English) and Dr. Mehmet Soyer (Sociology, Social Work, and Anthropology), will place small groups of Honors students in mutually beneficial partnerships with community non-profits. As a newly designated (2019) USU Community-Engaged Department, Honors views this project as part of a growing and systematic effort to facilitate, track, and assess students' community-engaged learning. While many Honors students enjoy breaking their own educational trails, these integrated learning experiences map some possible routes for students who need or appreciate additional programmatic support.

Students who chart their own course do so primarily by engaging in Honors in Practice projects, work that allows them to participate independently in mentored research, creative work, internships, study abroad, or community service. This year 332 students and 130 faculty performed such work on projects ranging from the dissection of bees to the writing of librettos, from an internship at Amazon headquarters to a Spanish-immersion program in Logroño, Spain. Honors students reflect in writing on these experiences, as they do at each stage of the Honors curriculum. Our specific prompts and intentional advising frame this reflection as the defining feature of an Honors education. USU offers all Aggies a first-class academic experience. Because Honors Aggies learn to articulate clearly and specifically the value of their own educational journeys, they become some of USU's most compelling and engaged alumni ambassadors.

Honors has partnered with community organizations and USU faculty, administration, and staff to create opportunities for all Aggies by piloting and modeling high-impact educational practices at USU. Building on this success, our aims in the coming year

## B. YEAR IN REVIEW

include: 1) securing funding for the HISAE program developed by Honors staff and faculty; 2) launching the HICEU, new community-engaged-learning (CEL) courses, and tracking mechanisms for CEL in Honors; and 3) developing student e-portfolios that showcase the projects and reflective self-articulation that have shaped our Honors students' undergraduate experience.



*USU Honors students take many paths to becoming Citizen Scholars.*

## B. YEAR IN REVIEW

### From Student to Honors Student: Access and Inclusion in Honors

In keeping with USU's statewide land-grant mission, Honors serves Utah's public not only through the academic work of our students and faculty, but also with a holistic recruiting and admissions process designed to build a diverse Honors community of outstanding Citizen Scholars. This year, Honors drew upon our longstanding partnerships with the USU Office of Admissions and University Marketing and Communications to identify, contact, and recruit high-ability high school students from across the country. We developed with these partners an Honors insert for USU's annual viewbook, which university recruiters distribute at statewide and national recruiting events. We then trained a cohort of Honors student leaders to work alongside Honors and Admissions staff at such recruiting events, once again allowing our students to narrate their academic experiences for both their own and others' benefit. The result in FY 2018-2019 was a record-breaking 527 applications from high school students, nearly double last year's number. Not only did this pool yield an admitted cohort who outperformed the previous year's in average GPA and ACT scores, but it also showed, due to targeted recruiting, a marked increase in applications from students who identified as first generation or as belonging to an underrepresented group.

#### UNIVERSITY HONORS PROGRAM

APPLY FOR UP TO  
**\$5K**  
IN RESEARCH  
AND STUDY ABROAD  
FUNDING

HONORS STUDENTS DARE  
KNOW ABOUT THE  
**TOP GRADUATE PROGRAMS**  
AROUND THE WORLD, INCLUDING  
OXFORD, STANFORD, AND HARVARD

JOIN THE TOP  
**4%**  
OF USU STUDENTS

**25%**  
OF USU HONORS  
STUDY ABROAD

OPPORTUNITIES TO  
SUCCESSIONAL CAREERS  
AT GOOGLE, GOLDMAN SACHS,  
AND THE BBC

**USU HONORS**  
**DARE TO**  
**KNOW**  
— SAFER AIDE —

UtahStateUniversity.  
HONORS PROGRAM

The Honors Program dares its students to make the most of their time at Utah State University. Honors students study abroad, complete internships, take small classes focused on real-world issues, design service projects, and participate in co-curricular activities. Honors students put learning into practice and change the world.

#### PATH TO HONORS

##### DARE TO KNOW

Honors dares students to map real-world experiences onto any major or program.

**UNDERGRADUATE RESEARCH**  
We dare you to explore the world through research and creative work with professors, graduate students, and peers. These projects highlight your curiosity and enhance your professional and graduate school applications.

**GLOBAL ENGAGEMENT**  
We invite you to travel the world, study a foreign language, engage with new cultures, and join your global community. These adventures showcase your international experience and broaden your expertise.

**SERVICE-LEARNING**  
We challenge you to take classes and design projects that support your local, national, and global communities. This work demonstrates your personal and professional commitment to civic engagement.

##### HONORS MILESTONES

Mark your progress toward honors graduation with these milestones.

**HONORS COURSES**  
Enjoy small honors classes that meet USU's General Education requirements and focus on hands-on learning.

**HONORS IN PRACTICE**  
Apply your academic knowledge with research, creative work, internships, and service projects.

**HONORS CAPSTONE**  
Show off your academic passions by designing a final capstone project on the topic of your choice.

**CO-CURRICULARS**  
Attend and reflect on academic and cultural events in our campus community.

##### GROW WITH HONORS

Informal learning, activities, and support are central to an honors education.

**NATIONAL SCHOLARSHIP SUPPORT**  
Benefit from a Goldwater scholarship "boot camp" and individual mentoring for prestigious scholarships.

**HONORS BOOK LABS**  
Discuss a book with a professor in a small group of honors peers—no tests or grades!

**FUNDING FOR RESEARCH AND STUDY ABROAD**  
You choose your adventure—we'll fund it. Apply for up to \$5,000 for research and study abroad.

**PEER AND ALUMNI MENTORS**  
Enjoy one-on-one peer mentoring with experienced honors students, and connect with our network of successful alumni mentors.

**HONORS HOUSE**  
Live in dedicated honors housing with peers who want to take the Dare to Know along with you.

**COMMUNITY BUILDING**  
Relax and get to know Honors faculty, staff, and students at our regular series of social activities and events.

##### CONTACT INFORMATION

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• **ANDREAS LEDOLF**  
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UtahStateUniversity

HONORS.USU.EDU

2019 Honors Program USU Viewbook Insert.

## B. YEAR IN REVIEW

Honors then fine-tuned our selective and competitive application process to ensure that each application in this impressive pool was comprehensively and holistically reviewed by a balanced, cross-disciplinary group of 4-5 faculty and one senior Honors student. Because our application review accounts for not only quantitative markers of academic achievement, but also qualitative assessment of extracurricular engagement, academic passion, and the desire to join the Honors community, Honors limits the number of applications per reviewer to 20-25. This year, a total of 92 faculty and 19 students participated in this intensive process.

Honors reviews the results with a series of algorithms designed to flag anomalies, remove outlier scores, and identify reviewers whose application scores consistently deviate from group norms. Because Honors is keenly aware of the structural barriers that face students who identify as first generation or as belonging to an underrepresented group, any group decision to decline such a candidate is flagged for a secondary review. In FY 2018-2019, this process resulted in 370 offers of Honors admission to incoming students, with three times the number of first-generation and double the number of minority students offered admission to Honors than in the previous year. Our incoming cohort for fall 2019 was another record-breaker: 170 incoming Honors students, or 5% of the incoming first-year class on the USU Logan campus.



*A group of Honors first-year students visit with Utah State Supreme Court Justice Paige Petersen during USU Honors Connections.*

## B. YEAR IN REVIEW

The growing demand for Honors has reinforced our commitment to serve as many qualified applicants as possible with a variety of cohort experiences that train and develop Honors Citizen Scholars. A report from USU AAA, based on data from the National Student Clearinghouse, shows that over the past five years, 87% of students who spent at least some of their undergraduate careers in USU Honors earned a college degree (85% of them from USU). Honors is clearly central to USU's land-grant mission, and our goals this year to support Honors growth and access include: 1) focusing development efforts on the theme of Honors growth and access and engaging alumni more directly in this effort; 2) developing an Honors Leadership Academy that trains students to help lead their peers locally, regionally, nationally, and globally in the areas of ambassadorship, community building, peer education, and publicity; and 3) expanding Honors statewide and thus serving a broader range of Utah residents.



# Honors by the Numbers



## C. PARTICIPANTS

### *In FY 2018-2019, the USU Honors Program:*



Served an Honors student population of **730** students—59% of them female—from **all eight** of USU's colleges, **41 of 52** USU departments, and **101 of 125** academic majors.



Recruited **212 new first-year** and **24 current/transfer** students to the program from a pool of **557 applicants**.



**Graduated 38 students** with Honors.



Involved **238 USU faculty** from **44 departments** in teaching and other academic activities, including mentoring, advising, service, and assessment.



Engaged with **961 Honors alumni** through its annual newsletter, regular emails, and alumni-student programming and mentoring.

## C. PARTICIPANTS

### 1. Student Participants

In FY 2018-2019, the Honors Program served a population of 730 students—429 of them female (59%)—making up 5% of the undergraduate student population on USU’s main Logan campus. Compared to the general USU student population, a smaller percentage (6%) of Honors students identified as belonging to an underrepresented ethnic minority (URM)—although that number has increased by 50% from the previous reporting period—or as being first-generation college students (9%, Table C-1). In addition, the increase in percentages for URM and first-generation students in Honors current-transfer admissions suggests that some of these students are identified by faculty as outstanding performers once they reach USU. The largest proportion of Honors students came from USU’s College of Engineering (ENGR), followed by the College of Humanities and Social Sciences (CHaSS) and the Jon M. Huntsman School of Business (HSB); the smallest percentages came from the Caine College of the Arts (CCA) and the S.J. and Jessie E. Quinney College of Natural Resources (QCNR, Figure C-1A). Figure C-1B shows the student breakdown by college for USU’s general student population. The most notable discrepancy between that general population and Honors is a substantially larger proportion of undeclared students in the general population, which complicates a potential comparison. Still, the Honors student population appears to consist disproportionately of students who have settled on a major, with students from ENGR, CHaSS, and the College of Science (CoS) noticeably overrepresented, and students from the Emma Eccles Jones College of Education and Human Services (CEHS) somewhat underrepresented. These trends match our observations from the previous reporting period.

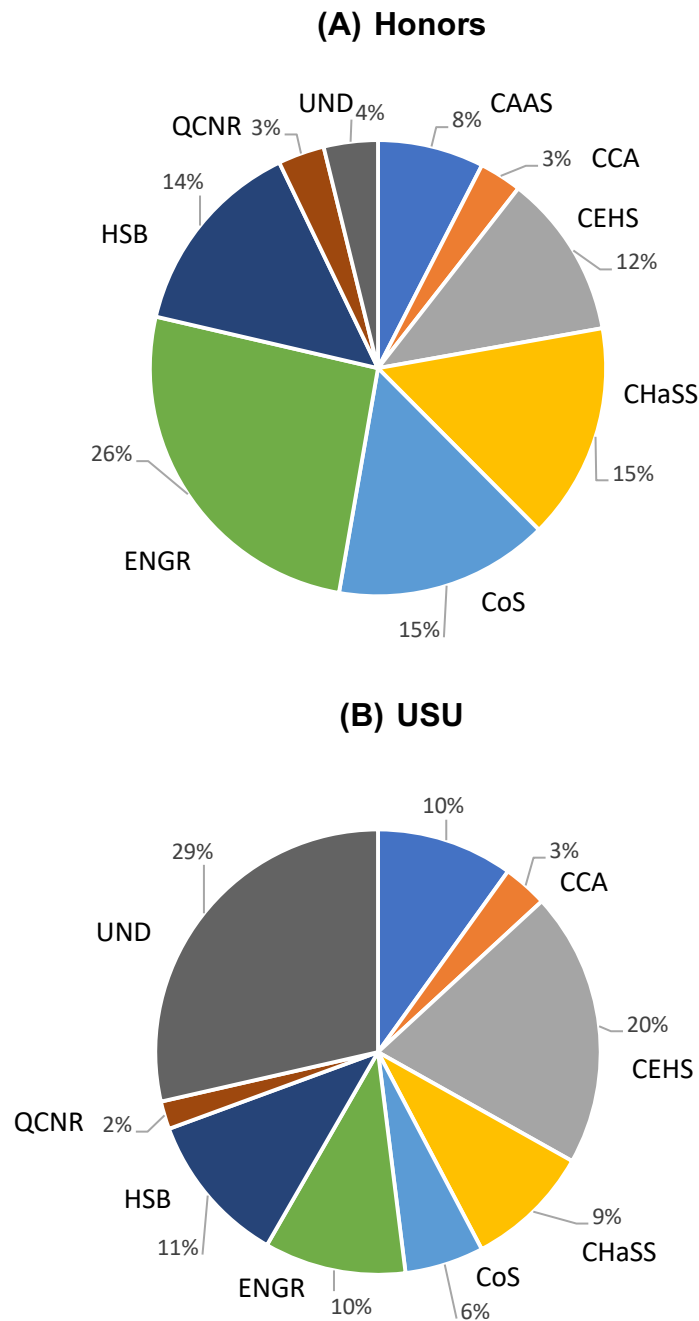
**Table C-1.** Demographics of USU Honors Program and general student population for FY 2018-2019.

	Total #	Male (%)	Female (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)	Veteran (%)
Total Honors Population	730	41%	59%	6%	9%	<1%
<i>USU Comparison</i>	24,880	46%	54%	11%	21%	2%
First-year Honors	212	36%	64%	6%	14%	– <sup>b</sup>
Honors Current/Transfer	24	42%	58%	17%	21%	– <sup>b</sup>
<i>USU Comparison</i>	4,438	44%	56%	12%	10%	– <sup>b</sup>
Honors Graduates	38	37%	63%	0%	– <sup>b</sup>	– <sup>b</sup>
<i>USU Comparison</i>	4,751	43%	57%	5%	– <sup>b</sup>	– <sup>b</sup>

<sup>a</sup> Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

<sup>b</sup> Data unavailable.

## C. PARTICIPANTS



**Figure C-1.** FY 2018-2019 Honors (A) and general USU (B) student population by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College of Engineering; HSB = Jon M. Huntsman School of Business; QCNr = S.J. and Jessie E. Quinney College of Natural Resources; UND = Undeclared.

## C. PARTICIPANTS

This year, Honors admitted 212 first-year students, a 34% increase over FY 2017-2018. The proportions of male and female Honors first-years are skewed markedly toward female students when compared to the incoming general USU student population (Table C-1). Even though students identifying as belonging to a URM made up 11% of students who were offered admission to Honors—approximately equal to the percentage of URM students among USU's incoming AY 2018-2019 class—fewer of them accepted their place in the program. As a result, URM students made up only 6% of incoming first-years in Honors, about half of the university-wide percentage. At the same time, however, Honors was able to double the percentage of first-generation college students admitted compared to the previous reporting period.

The Honors Program graduated 38 students this year, representing 5% of the total Honors student population and 18% of this year's first-year cohort (Table C-1, Table H-1). The proportions of male and female graduates skewed toward female students when compared to both the Honors student population at large and all USU graduates (Table C-1).

### 2. Faculty Participants

FY 2018-2019 saw a 10% increase over the previous reporting period in the number of university faculty engaging with the Honors Program. 238 faculty members participated in a range of academic activities (Table H-2): teaching honors courses or Connections sections; leading Honors Book Labs; mentoring Honors contracts and capstone projects; guiding national scholarship applicants; serving as Departmental Honors Advisors (DHA, Table H-3); reviewing admissions and scholarship applications; and engaging in program evaluation and assessment (Table H-4).

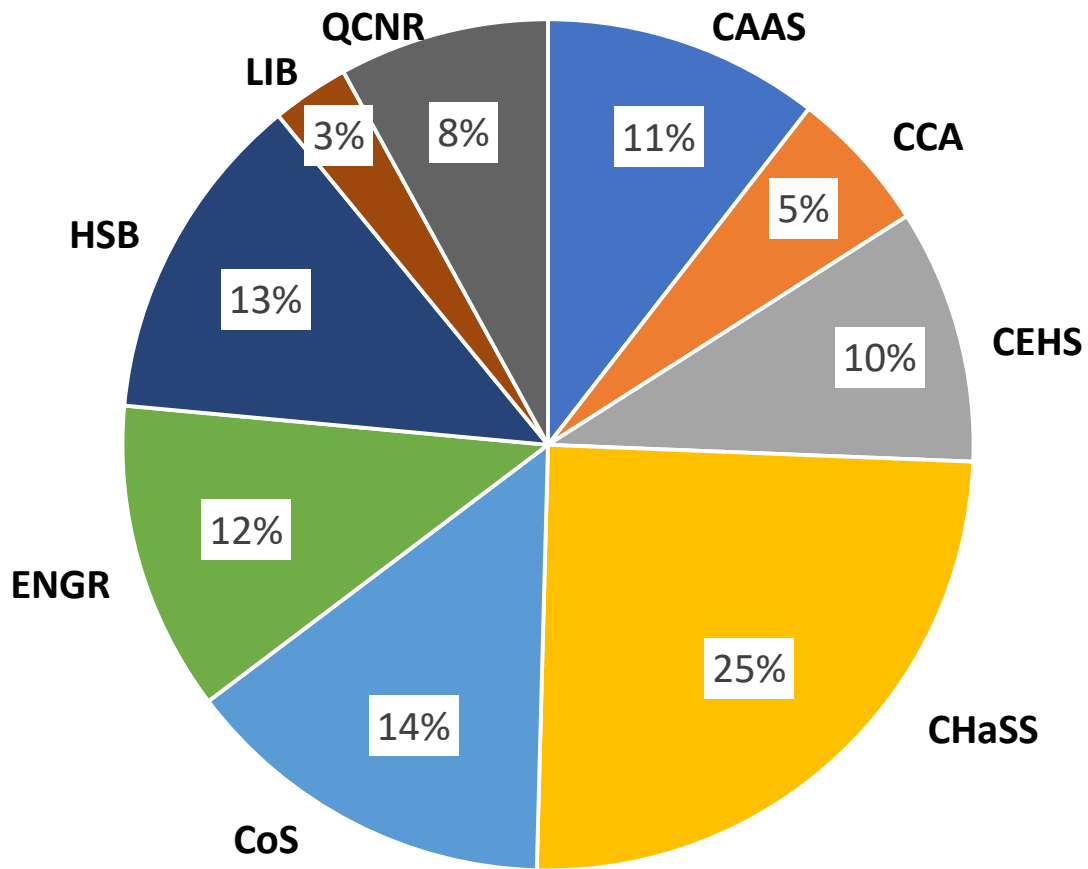
Over a quarter of these faculty members participated in our program in more than one category of engagement. Faculty participants included 41% women, and they were evenly distributed among the ranks of Assistant, Associate, and Full Professor, with a smaller proportion of Instructors and Lecturers. Honors-engaged faculty belonged to 44 departments or other academic units from all eight USU colleges and USU Libraries. The highest number of faculty involved with Honors were from CHaSS (25%), followed by CoS (14%). The proportion of faculty from the remaining six colleges ranged from 3-13% (Figure C-2).

### 3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 961 alumni, 582 of whom are female (61%). During FY 2018-19, we actively engaged with 53 (6%) former Honors Aggies in the Honors Alumni Mentoring Program. In addition, we reached out to the entire alumni cohort with the USU Honors Program's Annual Newsletter delivered to 1,261 email addresses. USU Honors alumni are more or less evenly distributed across the categories of post-graduates (<5 years), early career professionals (5-10 years), and mid/late career professionals (>10 years, Figure

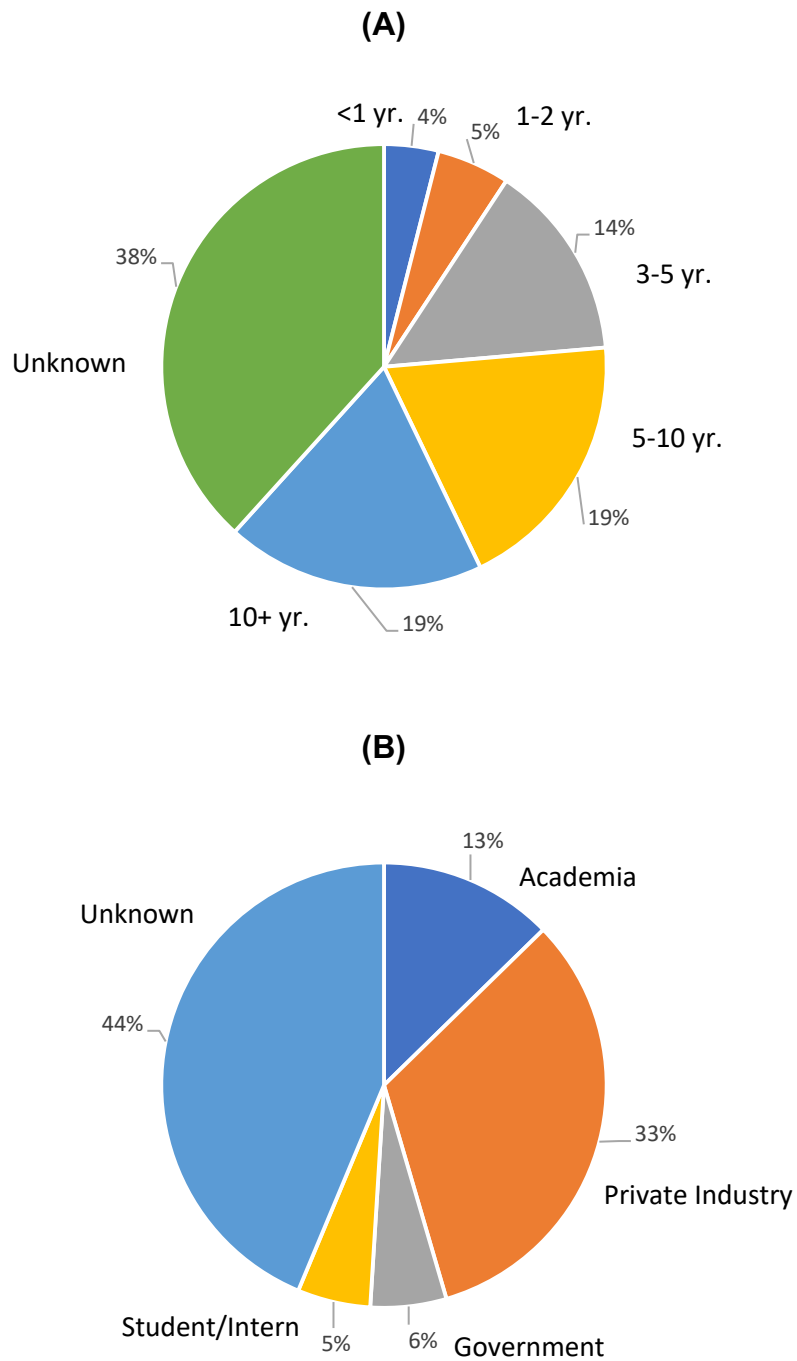
## C. PARTICIPANTS

C-3A), and they come from a range of employment sectors, with most working in private industry, including self-employment (33%), followed by the academic sector (13%, Figure C-3B). The small number of alumni continuing their education may be due to underreporting in this sector; anecdotally, it appears that a large proportion of alumni for whom no employment information is available are recent graduates who may be in graduate or professional school or completing internships.



**Figure C-2.** FY 2018-2019 Honors-engaged faculty by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College of Engineering; HSB = Jon M. Huntsman School of Business; LIB = USU Libraries; QCNR = S.J. and Jessie E. Quinney College of Natural Resources.

## C. PARTICIPANTS



**Figure C-3.** Time since USU graduation (A) and employment sector (B) of USU Honors Program alumni during FY 2018-2019.

## D. PARTNERS

### *In FY 2018-2019, the USU Honors Program:*



Partnered with **18 USU** and **51 non-USU partners** from a wide range of offices and organizations in the local and national communities.



Maintained memberships in **4 professional organizations**.

The Honors Program enters into productive, mutually beneficial partnerships on campus and within the wider local, national, and global communities with the aim of creating opportunities for our students and faculty, advancing best educational practices, and extending the footprint and impact of USU Honors beyond the boundaries of our program.

#### 1. USU Partners

*Academic and Instructional Services, Student Marketing and Communications (SMAC)*—The Honors Program director and staff worked with SMAC to create a more targeted recruitment plan for Honors, to identify and market USU's educational strengths to high-ability students, and to highlight Honors student success stories for USU marketing campaigns.

*Access and Diversity Center, Allies on Campus*—All Honors staff have completed Allies training, and the Honors staff assistant, Chelsey Gensel, serves on the Allies advisory board.

*Aggie First Scholars*—Honors has worked with Aggie First Scholars to identify Honors/first-generation student overlap and uses that information to inform mutual programming efforts.

*Aggies Think, Care, Act*—Honors is a regular and active participant in ATCA monthly meetings. The Honors Program Director also serves on the Inclusive Excellence Symposium planning committee.

*Center for Anticipatory Intelligence*—The Honors Program collaborated with the Center for Anticipatory Intelligence to plan and implement an information session geared toward Honors students.

## D. PARTNERS

*Center for Community Engagement*—The Center for Community Engagement (CCE) designated Honors a Community-Engaged Department. Honors partnered with CCE to implement a Community-Engaged Scholar transcript designation and to secure community-engaged learning (CEL) designations on select Honors courses; the director was appointed to both the three-person core writing team and the broader task force for USU's application for an institutional Carnegie Community Engagement classification. CCE staff mentored several Honors student contracts in FY 2018-2019.

*Center for Growth and Opportunity*—Center staff mentored several Honors student contracts in FY 2018-2019.

*Center for Persons with Disabilities*—Center staff mentored several Honors student contracts in FY 2018-2019.

*Center for Women and Gender Studies*—Honors hosted a breakfast for guest speaker Dr. Susan Shaw of Oregon State University.

*Department of English*—Honors hosted a student Q&A lunch for Department of English guest speaker Naomi Shihab Nye.

*Department of Plants, Soils, and Climate*—Honors collaborated with Plants, Soils, and Climate professor Dr. Steve Young to develop a year-long Honors Integrated Research Experience for Undergraduates (HIREU), focused on invasive plant ecology and management.

*Dining Services*—Honors Professor Rebecca Charlton and her HONR 1350 ("Media Messages in Health and Nutrition") students collaborated with Dining Services to develop strategies for reducing food waste on campus.

*Housing and Residence Life*—Honors partnered with Housing and Residence Life to provide theme housing for Honors students, including recruiting, Resident Assistant (RA) staff training, and programming.

*Mentoring and Encouraging Student Academic Success*—Honors staff attended and participated in several MESAS events and engaged with program participants, including during a student research poster session.

*Office of Admissions*—The director and staff worked with USU Admissions to refine a targeted recruitment plan for Honors, coordinate the recruitment of high-ability students across colleges, and train ambassadors and tour guides to incorporate information about Honors into their scripts and tours.

*Office of Global Engagement*—The Honors Program partnered with the Office of Global Engagement (OGE) to pilot a Global Engagement Scholar transcript designation, explore the possibility of Honors study abroad programs, fund study abroad experiences for Honors students, and track and award Honors credit for study abroad. OGE and Honors also collaborated on several events to promote global engagement, including a Fulbright Scholarship information session and a study abroad

## D. PARTNERS

showcase; and to develop an Honors Integrated Research Experience for Undergraduates (HIREU) that includes a study abroad component. OGE staff mentored several Honors student contracts in FY 2018-2019.

*Office of Research*—Honors worked with the OR to recruit and admit Undergraduate Research Fellows (URF), participate in URF programming and cohort activities, coordinate research funding matches with Undergraduate Research and Creative Opportunities (URCO) grants, and develop and model best practices for research mentoring at USU.

*Orientation*—Honors staff coordinated with Aggie Orientation staff to publicize the value of Honors to incoming Honors and non-Honors students.

*Student Orientation and Transition Services*—Honors collaborated with Student Orientation and Transition Services to staff Honors Connections sections, train faculty, make participation in this transition-to-college program mandatory for all first-year Honors students, create a student panel and informational meeting for Honors Connections, and sponsor a USU Common Literature Experience author luncheon for Honors students and faculty.

*University Libraries*—Honors staff worked with reference librarians to archive Honors student capstone projects through *Digital Commons* and Honors Think Tank outputs through *Digital Exhibits*.

*Utah State University Student Association*—Honors collaborated with the USU Student Association to coordinate co-funding for student conference travel.

### 2. Non-USU Partners

The following individuals or organizations mentored USU Honors students for Honors in Practice contract work:

- Alice Lane Interior Design, Salt Lake City, UT
- Amazon, Seattle, WA
- Boise State University, Boise, ID
- Brent Smith, M.D., Logan, UT
- Bridgerland Technical College, Logan, UT
- Cache Humane Society, Logan, UT
- Cache Valley Center for the Arts, Logan, UT
- California Independent System Operator, Folsom, CA
- Charity Anywhere Foundation, Bountiful, UT
- Church of Jesus Christ of Latter Day Saints, Salt Lake City, UT
- Disability Law Center, Salt Lake City, UT
- GE Healthcare Life Sciences
- Goldman Sachs Investments
- GIVE
- Green Canyon High School, North Logan, UT
- Green Mountain Chamber Music Festival, Winston-Salem, NC

## D. PARTNERS

- Guardsight Cybersecurity
- Heritage Animal Hospital, Nibley, UT
- IBM
- ISO New England, Holyoke, MA
- John Doty, M.D., Murray, UT
- J-U-B Engineers, Kaysville, UT
- Leavitt Partners, Salt Lake City, UT
- Legacy House, Logan, UT
- Lincoln Elementary School, Layton, UT
- Logan Regional Hospital, Logan, UT
- Melaleuca, Idaho Falls, ID
- MillerCoors
- Mothers Without Borders, American Fork, UT
- National Conflict Resolution Center, San Diego, CA
- New School, New York, NY
- Pelion Venture Partners, Salt Lake City, UT
- Pfizer, New York, NY
- Pluralsight, Farmington, UT
- Resilient Solutions, Bountiful, UT
- Sandia National Laboratories, Albuquerque, NM
- Simtec, Cedar City, UT
- Southern Utah Wilderness Alliance, Salt Lake City, UT
- Substantial, Seattle, WA
- TeamWorks Therapy, Logan, UT
- The Family Place, Logan, UT
- Thermal Management Technologies, North Logan, UT
- United States Department of the Interior, Washington, D.C.
- United States Geological Survey, Moab, UT
- Utah Conservation Corps, Logan, UT
- Utah Department of Transportation, Salt Lake City, UT
- Utah Division of Wildlife Resources, Springville, UT
- Utah Valley Regional Medical Center
- Walker Edison Furniture, Salt Lake City, UT
- Wavetronix, Provo, UT
- Willow Park Zoo, Logan, UT

### 3. Professional Affiliations and Engagement

The Honors Program maintains active memberships in the following organizations:

*Honors Education at Research Universities*—Honors Program Director Dr. Kristine Miller served on the Planning Committee for the 2019 Biennial HERU Conference in Salt Lake City, UT. Dr. Miller co-presented on Honors in Practice, and the Honors Program Coordinator also attended.

## D. PARTNERS

*National Association of Fellowship Advisors*—The Honors Program maintained its membership in NAFA in FY 2018-2019.

*National Collegiate Honors Council*—Honors staff attended the 2019 NCHC Annual Conference in Boston, MA. Honors Program Director Dr. Kristine Miller presented on two panels focused on honors contracts, the topic of her book project on best practices at a range of institutions for the NCHC monograph series. She serves on several NCHC committees, including Advocacy, Large Universities, Professional Development, and the NCHC Publications Board. Her involvement with NCHC has been recognized with two nominations to the Board of Directors, for which she is a nominee this year.

*Western Regional Honors Council*—The Honors Program maintained its membership in WRHC in FY 2018-2019 and facilitated the travel-grant application of one of its student presenters for the 2019 WRHC Conference in Missoula, MT.

## E. PROGRAMMING

### ESSENTIAL ACTIVITIES

Defined as the annually recurring tasks that sustain the long-term health of the Honors Program, our essential activities provide critical services to current and prospective students. Previously referred to as “Core Activities,” this category has been renamed in this year’s annual report to avoid confusion with our core curriculum.

#### 1. Recruiting

Honors staff and student volunteers participated in 26 recruiting events during FY 2018-2019 (Table E-1). As part of a comprehensive approach to programmatic assessment initiated in 2018, we tracked the number of prospective and incoming students (and family members) contacted in this manner for the first time during FY 2018-2019. Over the course of 26 events, Honors staff and student volunteers engaged 974 prospective students and 418 of their family members in conversations about the benefits of the USU Honors Program. Inquiries focused primarily on the benefits and purpose of Honors (14% each), program requirements and curriculum (14% each), and the program’s financial support of students (17%). Additionally, 67 incoming first-year Honors students and 32 of their family members approached Honors representatives during these events to ask questions and seek additional information about the program.

#### 2. Admissions

The USU Honors Program received 527 first-year applications during FY 2018-2019. The average high school GPA of applicants was 3.92; the average ACT score was 30.51; and the average USU index score was 130.41. All of these values are comparable to the previous reporting period. Of these applicants, Honors invited 370 to join the program. Accepted students had slightly higher scores across the board (GPA = 3.95, ACT = 31.36 USU Index = 132.44), with all values representing a slight increase over last year. Students rejected or waitlisted and not subsequently admitted to the program had noticeably lower scores in each category (GPA = 3.86, ACT = 28.51, USU Index = 125.62), with all of these values representing a significant increase over last year’s non-admitted students.

Of the 370 students accepted into the program, 158 either did not respond to our invitation or declined their place. While not all students who declined provided reasons for the choice, most who did so indicated that they planned to attend another institution. The admissions process resulted in a first-year class for FY 2019-2020 of 212 students, of whom 41 deferred their enrollment (Table E-2).

Diversity in the application pool continued to be a challenge, although Honors did increase the percentage of applications from students identifying as URM from 8 to 9%, and as first-generation college students from 5 to 8% (Table E-2).

Honors also received 30 complete applications from current USU and transfer students last year. From this pool, 24 were admitted, and all accepted their place in the program. As in the previous reporting period, the percentages of URM and first-generation students were significantly higher in this group (Table E-2), suggesting that some of these students are identified by faculty as outstanding performers once at USU.

## E. PROGRAMMING

**Table E-1.** Honors Program recruiting events during FY 2018-2019.

Event Name	Location	Date	Staff	Volunteers	Students Contacted		Family Contacted	
					I	P	I	P
Aggie Orientation Information Fair	USU Campus	06/05/2018	1	0	N/A	N/A	N/A	N/A
Aggie Orientation Information Fair	USU Campus	06/06/2018	1	0	N/A	N/A	N/A	N/A
Aggie Orientation Information Fair	USU Campus	06/08/2018	2	0	5	21	5	10
Aggie Orientation Information Fair	USU Campus	06/11/2018	1	1	5	17	1	9
Aggie Orientation Information Fair	USU Campus	06/12/2018	1	1	4	18	0	14
Aggie Orientation Information Fair	USU Campus	06/22/2018	1	1	10	27	6	15
Aggie Orientation Information Fair	USU Campus	07/12/2018	1	0	4	32	5	13
Aggie Orientation Information Fair	USU Campus	07/13/2018	1	1	10	18	4	13
Aggie Orientation Information Fair	USU Campus	07/17/2018	1	1	7	14	3	7
Aggie Orientation Information Fair	USU Campus	07/19/2018	1	1	4	16	2	9
Aggie Orientation Information Fair	USU Campus	07/20/2018	2	0	4	14	0	11
Aggie Orientation Information Fair	USU Campus	07/31/2018	1	1	10	26	6	8
Aggie Orientation Information Fair	USU Campus	08/01/2018	1	1	4	25	0	5
USU Day on the Quad	USU Campus	08/29/2018	3	6	N/A	130	N/A	N/A
RGS URF Opening Social	USU Campus	09/19/2018	1	0	N/A	90	N/A	N/A
USU Major Fair	USU Campus	09/25/2018	2	3	N/A	24	N/A	1
COMDDE Meet and Greet	USU Campus	09/26/2018	0	1	N/A	20	N/A	N/A
USU Preview Days	USU Campus	10/03/2018	1	0	N/A	78	N/A	28
USU Preview Days	USU Campus	10/04/2018	1	0	N/A	59	N/A	21
USU Preview Days	USU Campus	10/05/2018	1	2	N/A	59	N/A	30
USU Open House	Logan, UT	10/23/2018	1	4	N/A	64	N/A	56
USU Open House	Provo, UT	10/30/2018	1	2	N/A	34	N/A	22
USU Open House	Layton, UT	11/01/2018	1	2	N/A	79	N/A	66
USU Open House	Salt Lake UT	11/07/2018	1	2	N/A	39	N/A	26
USU Open House	Lehi, UT	11/08/2018	1	3	N/A	70	N/A	54
A-Day	USU Campus	03/29/2019	1	2	.	.	.	.

## E. PROGRAMMING

**Table E-2.** Demographics of FY 2018-2019 Honors applicant and admission pool.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)
First-year Applicants	527	35%	65%	>1%	9%	8%
<i>Accepted</i>	370	33%	66%	1%	11%	10%
<i>Admitted</i>	171	25%	75%	>1%	7%	14%
<i>Deferred</i>	41	80%	20%	0%	2%	12%
Current/Transfer Applicants	30	43%	57%	0%	13%	23%
<i>Accepted</i>	24	42%	58%	0%	17%	21%
<i>Admitted</i>	24	42%	58%	0%	17%	21%

<sup>a</sup> Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

### 3. Orientation

As in previous years, Honors participated in Aggie Orientation throughout the summer. Each orientation event involved a morning session with an overview of the Honors Program for students and families by the director or staff followed by Q&A, as well as an afternoon information booth at the Aggie Orientation Information Fair (Table E-1) in the Taggart Student Center, which—in addition to engaging and orienting incoming Honors students—doubled as a recruiting event for students not yet admitted to the program. As part of our comprehensive programmatic assessment initiated in 2018, we began in FY 2018-2019 to track the number of prospective and incoming students and their family members contacted in this manner.

105 incoming Honors students registered for a morning summer orientation session; of these, 73 (69%) attended, with 23 (32%) bringing at least one family member, usually a parent or guardian. Questions during the Q&A focused most intently on Honors courses and curricular programming (43%), followed by program requirements (13%) and Honors housing (13%).

Although the Honors booth at afternoon Aggie Orientation Fairs was primarily visited by prospective students, 67 incoming Honors students and 32 family members used the opportunity to follow up with staff to answer any remaining questions.

### 4. Honors Connections

Honors collaborated with USU *Connections* to provide a meaningful transition-to-college experience for 151 incoming first-year Honors students. With the support of the

## E. PROGRAMMING

Office of the Provost, we were able to attach Honors peer mentors to each of the six Honors *Connections* sections, giving new students both Honors faculty and student guides as they began their time at USU (Table E-3).

**Table E-3.** USU *Connections* Honors sections taught during FY 2018-2019.

Section Number	Instructor	Peer Mentor	Enrollment
072	Dr. Breanna Studenka	Tucker Gamble	17
073	Dr. Elizabeth Vargis	Abby Butikofer	27
074	Dr. David Richter	Kirsten Barker	27
075	Prof. John Ferguson	Lia Sorensen	27
076	Dr. Julia Gossard	Frankie Urrutia Smith	26
077	Dr. Travis Dorsch	Kyleigh Tyler	27

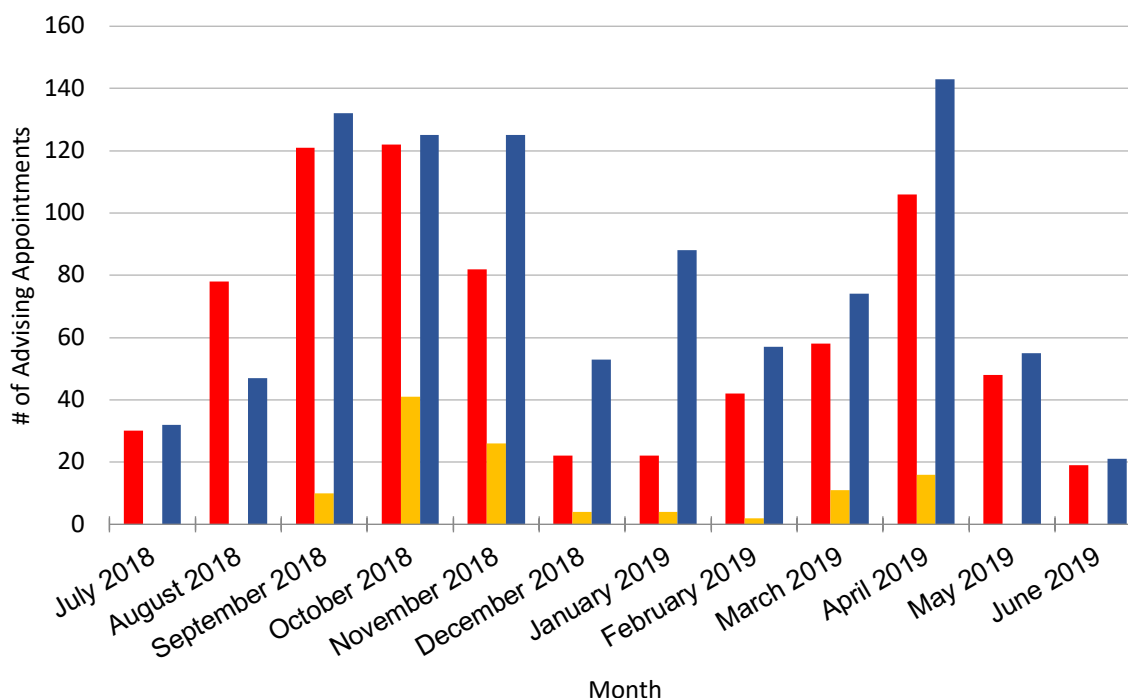
### 5. Theme Housing: Honors House

Honors once again collaborated with USU Housing and Residence Life to provide theme housing for 96 honors students in Building C of the Living Learning Community complex. All floors are staffed by Resident Assistants who are Honors students and who receive specialized training from our Honors staff so they can engage and support Honors residents.

### 6. Advising and Mentoring

The Honors Program's Academic Advisor, Lisa Hunsaker, completed 750 half-hour advising appointments during FY 2018-2019, for a total of 375 hours or the equivalent of 9.5 40-hour work weeks. Honors requires advising each semester, and the program ties this requirement to good standing and priority registration to ensure compliance. The distribution of appointments by month is shown in Figure E-1. Not surprisingly, the bulk of advising takes place in late fall, as students prepare to register for spring classes, and in late spring, as students approach graduation and registration for the following fall semester. Nevertheless, it is noteworthy that advising is a year-round activity: even in June, our slowest month, the advisor had 19 appointments. As part of the comprehensive approach to programmatic assessment initiated in 2018, we also tracked the number of peer advisor appointments, an activity facilitated by adding peer advisors to USU's Appointment Manager platform. During FY 2018-2019, the Honors Program's peer advisors took an additional 114 appointments.

## E. PROGRAMMING



**Figure E-1.** Honors academic advising appointments by month during FY 2018-2019. Red bars represent Academic Advisor appointments, peer advisor appointments are shown in orange. Academic Advisor appointments for FY 2017-2018 are shown in blue bars for comparison.

### 7. Website

The Honors Program's website ([honors.usu.edu](http://honors.usu.edu)) continues to be one of the key modes of communication with prospective and current students, faculty, alumni, and stakeholders. In addition to providing information about mission and goals, Honors milestones, and student opportunities, the website highlights student and alumni achievements and thus generates excitement and positive attachment to our program. The website serves as a portal for those submitting admissions applications, applying for leadership and funding, scheduling advising appointments, and requesting documentation of faculty work for promotion and tenure.

During FY 2018-2019, the Honors website received 56,460 page views (+10% over FY 2017-2018) in 18,381 visits (+90%) by 3,947 unique visitors (+27%), with an average session duration of 3:23 minutes (-75%). Most visitors accessed our website from a desktop device (75%), followed by mobile (24%) and tablet users (1%).

### 8. Development

During FY 2018-2019, the Honors Program worked once again with USU Advancement and Alumni Relations to send an electronic annual newsletter to all Honors alumni. We set up electronic and paper options for donations to Honors on all web solicitations from USU. In coordination with USU Alumni Relations, the director

## E. PROGRAMMING

visited or spoke with alumni during conference travel around the country and added these alumni to our listserv as requested. We also arranged luncheons and facilitated communication between Honors student scholarship winners and the donors who supported them. In addition, Honors timed the mailing of its annual holiday card to alumni and stakeholders with the university's annual year-end giving campaign, targeting current and former students' parents as well as Honors alumni. As a result of these development and fundraising activities, the program received 55 donations or gifts (+4% over FY 2017-2018) from 19 donors (+27%), totaling \$45,090 (+380%).

### ACADEMIC PROGRAMS

The Honors curriculum features a series of academic milestones that mark student achievements and progress toward Honors graduation. These milestones all include reflection and focus on the key areas of formal coursework, Honors in Practice applied learning, final capstones, and academically oriented co-curricular events on campus and in the community. The embedded reflection at each stage of the curriculum ensures that every Honors student can clearly articulate the value and trajectory of their academic experience in college. The development of a self-aware personal and professional narrative defines the Honors educational experience at USU.

### 9. Honors Courses

*Honors Experience Seminars (USU General Education Breadth)*—In FY 2018-2019, Honors funded the teaching of six Honors Experience seminars. Enrolling a total of 146 students, these courses met a range of USU General Education Breadth requirements, including Humanities (BHU), Creative Arts (BCA), Social Sciences (BSS), and Life Sciences (BLS, Table E-4). Specially selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential learning opportunities, these classes featured hands-on interdisciplinary experiences designed primarily for first-year Honors students. With enrollments capped at 25, the classes also allowed for meaningful interaction and mentoring between faculty and students. Honors will offer each course once more in the coming year while simultaneously calling for a new round of course proposals.

*Honors Think Tanks (USU General Education Depth)*—In FY 2018-2019, Honors offered three team-taught, cross-disciplinary Think Tank courses: one was a previously team-taught combination of USU's GED Humanities/Arts (DHA) and Sciences (DSC), while two new courses combined DHA with Depth Social Science (DSS). These three Think Tank courses allowed 78 Honors students to earn their choice of DHA, DSC, or DSS credit while enjoying an innovative, interdisciplinary, team-taught approach to USU's GE requirements (Table E-4).

*Departmental Honors Sections*—In addition to courses taught by competitively selected Honors faculty, students can take Honors-only sections of required courses in select majors (Table E-5). In FY 2018-2019, these sections were offered by the departments of Biology, English, and Mathematics and Statistics, as well as the College of Engineering, and had a combined enrollment of 180 students.

## E. PROGRAMMING

**Table E-4.** Honors Experience Seminars and Think Tanks taught during FY 2018-2019.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1320	Revolution! Reacting to the Atlantic Revolutions	Fall 2018	BHU	Dr. Julia Gossard	25
HONR 1330	Musical Rhythm in Our Minds and in Our Bodies	Fall 2018	BCA	Dr. Tim Chenette	25
HONR 1340	Food Matters	Fall 2018	BSS	Prof. Denise Stewardson	21
HONR 3020/3030	Before Bears Ears: Public Lands, Utah, and You	Fall 2018	DHA/DSS	Dr. Kerin Holt/ Dr. Judson Finley	16 (DHA) 14 (DSS)
HONR 1320	Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry	Spring 2019	BHU	Dr. David Richter	25
HONR 1330	Creativity and Compassion: Social Engagement in the Arts	Spring 2019	BCA	Prof. Dennise Gackstetter	25
HONR 1350	Media Messages in Health and Nutrition	Spring 2019	BLS	Prof. Rebecca Charlton	25
HONR 3010/3020	Science Communication in an Alt World	Spring 2019	DSC/DHA	Dr. Katherine Potter/ Dr. Jennifer Peeples	15 (DSC) 11 (DHA)
HONR 3020/3030	The Politics and Aesthetics of Space	Spring 2019	DHA/DSS	Dr. Marissa Vigneault/ Dr. Jessica Lucero	13 (DHA) 9 (DSS)

### 10. Honors in Practice

*Honors Book Labs*—These innovative labs offer faculty and Honors students the opportunity to read and discuss books in small cross-disciplinary groups (no more than five students per lab). The labs meet four times for an hour per week in the second through fifth weeks of each term. Faculty and students alike enjoy the flexibility to experiment and talk with people outside their disciplines about books of mutual interest, without grades or faculty evaluation of students. Faculty have led these labs as teams, taken field trips, invited guest speakers, or tied their labs to a campus speaker series. Honors supports this high-impact informal learning experience by hosting showcases that introduce the next term's labs, purchasing books for all participants, and evaluating student reflections for Honors points after each term. In FY 2018-2019, showcases were held on November 12, 2018, and March 27, 2019. Faculty from 17 academic departments across seven colleges and USU Libraries led 28 Book Labs (+17% over FY 2017-2018) attended by 128 students (+12%, Table E-6). Both students and faculty continue to express great satisfaction with this unprecedented educational opportunity.

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**Table E-5.** Honors sections of departmental courses taught during FY 2018-2019.

Course Number	Course Title	Term	Instructor	Enrollment
BIOL 1615 Section 001	Biology I Laboratory	Fall 2018	Prof. Lauren Lucas	29
ENGL 2010 Section 035	Intermediate Writing: Research Writing in a Persuasive Mode	Fall 2018	Prof. John Engler	21
ENGL 2010 Section 059	Intermediate Writing: Research Writing in a Persuasive Mode	Fall 2018	Prof. Dustin Crawford	21
MATH 1220 Section 004	Calculus II	Fall 2018	Dr. Brent Thomas	20
BIOL 1625 Section 001	Biology II Laboratory	Spring 2019	Prof. Lauren Lucas	21
BIOL 4750	Teaching Elementary Science 1	Spring 2019	Prof. Jessica Habashi	8 <sup>a</sup>
ENGL 2010 Section 021	Intermediate Writing: Research Writing in a Persuasive Mode	Spring 2019	Prof. Shannan Ballam	23
ENGL 2010 Section 015	Intermediate Writing: Research Writing in a Persuasive Mode	Spring 2019	Prof. John Engler	20
ENGR 3080 Section 003	Technical Communication for Engineers	Spring 2019	Prof. Melissa Schaeffer	13
MATH 2210 Section 005	Multivariable Calculus	Spring 2019	Dr. Brent Thomas	15

<sup>a</sup> Course offered at Brigham City campus.

*Honors Contracts*—These Honors milestones mark hands-on learning by creating agreements between students, faculty, and the Honors Program. Every contract documents at least 20 hours of mentored experiential learning outside the classroom, and each is overseen by a faculty mentor, a Departmental Honors Advisor (faculty) in the student's major, and the Honors Program Director. Contract experiences can include research, creative work, study abroad, internships, service projects, Honors Excel (graduate) courses taken with permission, participation in the Honors Alumni Mentoring Program, or service on the Honors Student Advisory Board. USU is unique in its use of Honors points, rather than credits, which allow students to pursue research, creative work, and community engagement for credit that maps easily onto any major. During FY 2018-19, Honors students completed 167 contracts (+18% over FY 2017-2018), engaging with 83 USU faculty and 40 non-faculty, non-USU mentors in the

## E. PROGRAMMING

process. As of the end of FY 2018-2019, an additional 135 contracts supervised by 75 USU faculty mentors and 42 non-faculty, non-USU mentors were ongoing.

**Table E-6.** Honors Book Labs conducted during FY 2018-2019.

Book Title	Faculty Leader	Term	Students
Blink: The Power of Thinking Without Thinking (Malcolm Gladwell)	Dr. Jennifer Grewe	Fall 2018	4
Dark Mirror: The Medieval Origins of Anti-Jewish Iconography (Sara Lipton)	Dr. Alexa Sand	Fall 2018	4
The Evolution of Everything (Matt Ridley)	Dr. Chris Fawson	Fall 2018	2
The Feminine Mystique (Betty Friedan)	Dr. Susan Cogan	Fall 2018	3
The Hero with a Thousand Faces (Joseph Campbell)	Professor John Ferguson and Dr. Shannon Peterson	Fall 2018	5
Keto Clarity (Jimmy Moore)	Dr. Breanna Studenka	Fall 2018	4
The Labyrinth of the World and the Paradise of the Heart (Jan Amos)	Dr. Charlie Huenemann	Fall 2018	4
Logicomix (Apostolos Doxiadis and Christos Papadimitriou)	Dr. David Brown	Fall 2018	5
Sarah's Key (Tatiana de Rosnay)	Dr. Julia Gossard	Fall 2018	3
Stamped from the Beginning (Ibram X. Kendi)	Dr. Jim Evans	Fall 2018	4
Acts of God: The Unnatural History of Natural Disaster in America (Ted Steinberg)	Dr. Lawrence Culver	Spring 2019	5
Algorithms of Oppression: How Search Engines Reinforce Racism (Safiya Umoja Noble)	Rachel Wishkoski and Liz Woolcott	Spring 2019	5
Buzz: The Nature and Necessity of Bees (Thor Hanson)	Dr. Kim Sullivan	Spring 2019	5
Down Girl: The Logic of Misogyny (Kate Manne)	Dr. Erica Holberg, Dr. Felipe Valencia, and Dr. Daniel Wack	Spring 2019	5
Fracking the Neighborhood: Reluctant Activists and Natural Gas Drilling (Jessica Smartt Gullion)	Dr. Mehmet Soyer	Spring 2019	5
Great American Documents (Ros Horton)	Dr. Thomas Terry	Spring 2019	5
Homosexuality & Civilization (Louis Crompton)	Professor Raymond Veon	Spring 2019	5

## E. PROGRAMMING

**Table E-6.** Continued.

Book Title	Faculty Leader	Term	Students
Massacre at Bear River: First, Worst, Forgotten (Rod Miller)	Dr. Timothy Chenette	Spring 2019	5
Norwich: One Tiny Vermont Town's Secret to Happiness and Excellence (Karen Crouse)	Dr. Matthew Vierimaa	Spring 2019	5
The Promise of a Pencil (Adam Braun)	Dr. Ryan Seedall	Spring 2019	5
Think Wrong: How to Conquer the Status Quo and Do Work That Matters (John Bielenberg and Mike Burn)	Dr. Paul Rogers	Spring 2019	5
The Undoing Project: A Friendship That Changed Our Minds (Michael Lewis)	Dr. Dan Holland	Spring 2019	5
The Wizard and the Prophet: Two Remarkable Scientists and Their Dueling Visions to Shape Tomorrow's World (Charles C. Mann)	Dr. Chris Luecke	Spring 2019	6
Writing to Wake the Soul: Opening the Sacred Conversation Within (Karen Hering)	Dr. Karin DeJonge-Kannan and Dr. Ann Austin	Spring 2019	5
American Nations: A History of the Eleven Rival Regional Cultures of North America (Colin Woodard)	Dr. Travis Dorsch	Summer 2019	5
Blindspot: Hidden Biases of Good People (Mahzarin R. Banaji and Anthony G. Greenwald)	Dr. Melanie Domenech-Rodriguez	Summer 2019	5
The Brain that Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science (Norman Doidge)	Dr. Breanna Studenka	Summer 2019	4
Willful Blindness: Why We Ignore the Obvious at Our Peril (Margaret Heffernan)	Dr. Vijay Kannan	Summer 2019	5

### 11. Honors Capstones

Honors continued and improved a very successful one-credit capstone preparation course (HONR 3900) that allows students to study and reflect upon previous capstone projects in their disciplines. Taught by Honors Program Director Dr. Kristine Miller, this course asks students to examine prior capstone projects and proposals, draft ideas for their own projects, talk with peers about these ideas, meet with faculty to develop the ideas, and ultimately, submit capstone proposals in preparation for their final Honors capstones. This course served 43 students in FY 2018-2019.

## E. PROGRAMMING

To provide ongoing support to Honors students working on their capstone projects, Honors continued the capstone support group instituted in FY 2017-2018 as an additional Canvas course. Three times over the course of the academic year (November 28, 2018; January 30, 2019; March 20, 2019), students were invited to a lunch event, which allowed program staff to facilitate conversations about the capstone process; student progress toward Honors graduation; upcoming activities, plans, and next steps; and challenges and problems encountered in the final phases of their Honors work.

34 faculty mentored 40 honors students working on their capstone projects. Of this cohort, 38 students completed capstones and graduated with Honors during FY 2018-2019 (Table H-1). Karlee Eck and Morgan Sanford, Spring 2019 Honors graduates in Biology and English, respectively, each received the Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

### 12. Co-curricular Engagement

Honors students participate in, reflect upon, and earn Honors points for attending co-curricular events on and off campus. Honors advertised 290 such events in its weekly co-curricular highlights email to students and hosted seven such events (Table E-7), including the 43rd Annual Last Lecture, one highlight of the Year in Review section of this report.

**Table E-7.** Co-curricular events organized by Honors during FY 2018-2019.

Event	Date	Student Attendees	Faculty/Staff Attendees
Honors Study Abroad Showcase (Office of Global Engagement)	10/25/18	20	4
Honors Lunch with Goldwater Foundation Representative	11/12/18	5	1
Fulbright Information Session (Office of Global Engagement)	2/13/19	8	3
CAI Information Session (Center for Anticipatory Intelligence)	2/21/19	12	2
Honors Lunch with Guest Speaker Naomi Shihab Nye (Department of English)	3/20/19	9	1
Goldwater Panel	3/25/19	22	4
Honors Breakfast with Guest Speaker Dr. Susan Shaw (center for Women and Gender)	4/10/19	6	1

## E. PROGRAMMING

### ENGAGEMENT, ENRICHMENT, AND COMMUNITY BUILDING

USU Honors strives to do more than administer an effective program and deliver desired outputs and outcomes. Thus, much of the Honors Program's resources are devoted to activities that engage our participants, enrich the Honors experience, and build community.

#### **13. Weekly Events Email**

In FY 2018-19, Honors generated 65 email campaigns, 33 for students and 32 for Honors-engaged faculty, sent via MailChimp. These weekly emails, delivered each Monday morning, featured important program announcements, deadlines, and job/internship opportunities; summarized Honors events and co-curricular activities across campus; and advertised office hours and contact information for program staff, peer advisors, and peer tutors.

The student email was sent to an average of 651 recipients and had a 57% open and a 5% click rate, rates that are, respectively, almost four and three times the industry average for mail campaigns of this nature. The faculty email went to an average of 383 recipients, getting a 40% open rate, almost three times the industry average; the click rate was 2%, which is the industry average. Overall, the Honors Program's weekly event emails reached 17,155 users and engaged a maximum of 1,344 at any given time.

#### **14. Donuts with the Director**

Dr. Miller hosted one "Donuts with the Director" event each term this year, giving students the opportunity to ask questions, provide feedback, and check in with program staff. These morning events took place on September 27, 2018, and February 2, 2019, and were attended by an average of 45 students each.

#### **15. Honors Brain Break**

Honors staff organized a "brain break" during fall (December 10-14, 2018) and spring (April 29-May 3, 2019) semester finals weeks, encouraging students to stop by the office to take a break from studying with a snack and drink.

#### **16. Honors Graduation Celebration**

Following the USU Honors Program's 2019 Medallion Ceremony on May 1, Honors hosted a reception in the TSC Ballroom, which was attended by graduates, their family and friends, and faculty mentors.

#### **17. Faculty-Student Socials**

Honors held four faculty-student socials in FY 2018-2019: a fall opening social (September 5, 2018), a holiday social (December 5, 2018), a spring opening social (January 16, 2019), and a spring closing social (April 17, 2019). These well-attended, catered events drew an average of 80 guests, allowing Honors students at different

## E. PROGRAMMING

stages in the program to meet, interact, and practice their social and professional networking skills with Honors faculty from various disciplines.

### 18. Faculty Appreciation Social

To thank the many passionate and engaged USU faculty who make this program possible, Honors hosted a catered faculty appreciation social at the Logan Golf and Country Club on April 24, 2019, from 4:30-6:30 p.m.

### 19. Annual Newsletter

As in previous years, the Honors Program generated an electronic “Year-in-Review” annual newsletter aimed at an audience of alumni and program stakeholders. The newsletter was emailed to 1,261 recipients and had a 48% open rate. Of that potential readership, 5% clicked on embedded links to access secondary content referenced in the newsletter. These metrics represent almost three times the industry standard for electronic mail campaigns.

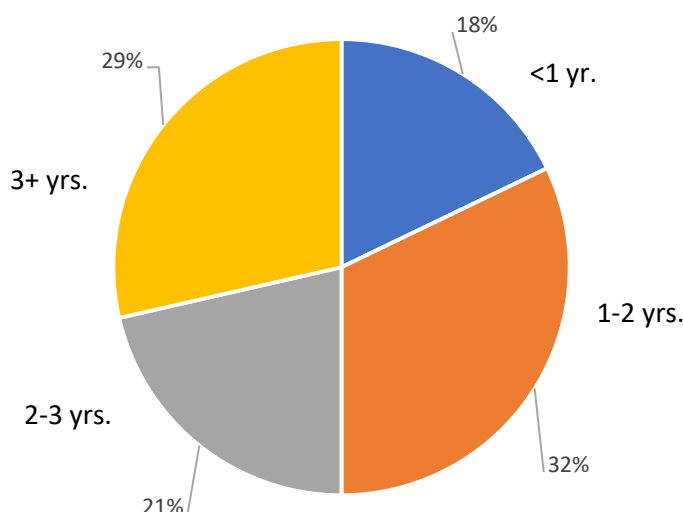
### PROFESSIONALIZATION

In addition to engaging students’ curiosity and equipping them with the academic skill to think critically and communicate clearly, Honors prepares students for the next steps on their educational or career paths. The comprehensive listing below attests to the importance of professionalization in the USU Honors Program experience. Anecdotal evidence suggests that these activities have been largely effective and are well received by both students and faculty.

### 20. Alumni Mentoring Program

Now in its fourth year, the highly successful Honors Alumni Mentoring Program once again paired current Honors students with successful alumni for a structured, curriculum-based mentoring and shared-learning experience. After receiving 61 expressions of interest from alumni, Honors staff matched 56 students (Figure E-2), an almost 100% increase over the previous reporting period, with 53 mentors—13 (34%) of them female—from different employment sectors and career stages (Figure E-3). The positive tone of reflections and high (85%) completion rate suggest that the program was well received by students. Informal feedback from alumni mentors suggests that they considered the program to be of value and worth their time, as well, with several of them commenting that they felt they had learned as much or more from their mentees as they were able to teach them. Thirty alumni participants have since expressed interest in returning for another year during FY 2019-2020.

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**Figure E-2.** Time left until graduation of 56 honors student participants in the Alumni Mentoring Program FY 2018-2019.

### 21. Meal with A Mentor

This year, Honors again allowed students to apply for the privilege of an Honors-sponsored lunch with the faculty mentor of their choice. Of the eight students selected for this privilege, seven were able to take advantage of the opportunity to deepen their professional relationship with their mentors during one-on-one Honors-hosted lunches at the USU Skyroom restaurant.

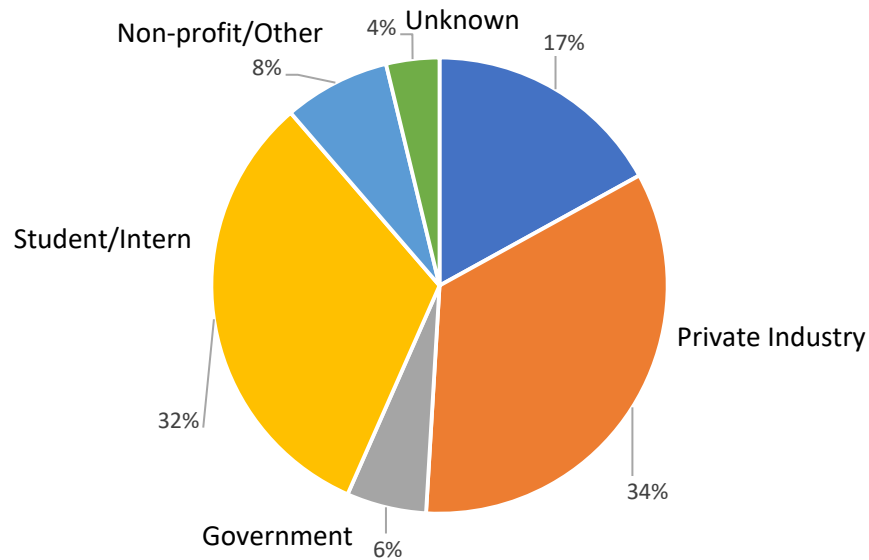
### 22. National Scholarship Mentoring and Application Support

The Honors Program at USU coordinates support for student applicants to prestigious national scholarship programs (with the exception of international scholarships like Fulbright and Boren, which are coordinated by the Office of Global Engagement). Honors-engaged faculty member Dr. David Peak of the Department of Physics once again conducted a Goldwater Scholarship “boot camp,” mentoring eight students in Fall 2018 and working with a faculty committee to review applications and select USU nominees. Of the four students nominated by USU (Kelly Burch, Bryce Frederickson, Crystal Fowler, and Ethan Hammer), two (Frederickson and Hammer) won Goldwater scholarships.

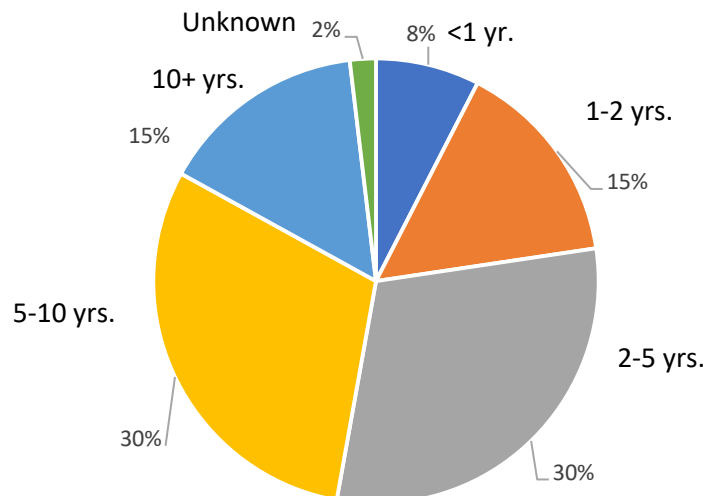
To recruit USU’s next cohort of Goldwater applicants, the Honors Program collaborated with Dr. Peak to develop a panel presentation by this year’s nominees, open to all USU students. Honors also hosted a lunch for interested students with Dr. John Mateja, President and Executive Secretary of the Barry Goldwater Scholarship and Excellence in Education Foundation, on the occasion of his on-campus visit. In addition, Honors collaborated with the Office of Global Engagement to conduct a Fulbright information session to encourage students to apply for this prestigious fellowship.

## E. PROGRAMMING

(A)



(B)



**Figure E-3.** Demographics of Honors alumni participating in the Alumni Mentoring Program during FY 2018-2019: (A) Employment sector; (B) Time since graduation.

## E. PROGRAMMING

### 23. Student Employment

*Undergraduate Teaching Fellows (UTF)*—With dedicated support from the Office of the Provost, Honors was again able to select UTFs to assist in each of its courses. Seven Honors students were selected and assigned to courses based on faculty recommendations (Table E-8). In addition to the standard trainings for all USU employees, these students received valuable training, mentoring, and professional development in the areas of peer mentoring, instructional technology and Canvas, and identification of students of concern.

*Peer Advisors*—Honors matched dedicated support from the Office of the Provost to hire three peer advisors, Jessica Christensen (Fall 2018), Natalia Sorensen (Spring 2019), and Holly Palmer (Fall 2018/Spring 2019). In addition to the standard trainings for all USU employees, these peer advisors received valuable mentoring, training, and professional development from the Honors Academic Advisor, Lisa Hunsaker, and the Honors Staff Assistant, Chelsey Gensel. Peer advisors kept regular office hours to assist in Honors student advising and mentoring.

*Peer Tutors*—Honors provided professional development and training to two Honors students by employing them as academic tutors in Mathematics/Statistics and Writing: Bryce Frederickson (Mathematics, Fall 2018/Spring 2019), and Cassidy Gummersall (Writing, Fall 2018/Spring 2019). These tutors worked directly with Honors students on a variety of projects, and the writing tutor also assisted staff with several blog and writing projects.

**Table E-8.** Honors Undergraduate Teaching Fellow (UTF) appointments during FY 2018-2019.

UTF Name	Course Number	Course Title	Semester
Natalia Sorensen	HONR 1320	Revolution! Reacting to the Atlantic Revolutions	Fall 2018
Collette Nebeker	HONR 1330	Musical Rhythm in Our Minds and in Our Bodies	Fall 2018
Kathryn Margetts	HONR 1340	Food Matters	Fall 2018
Kyleigh Tyler	HONR 3020/3030	Before Bears Ears: Public Lands, Utah, and You	Fall 2018
Cassidy Gummersall	HONR 1320	Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry	Spring 2019
Yana Bogoev	HONR 1330	Creativity and Compassion: Social Engagement in the Arts	Spring 2019
Megan Jensen	HONR 1350	Media Messages in Health and Nutrition	Spring 2019
Kyleigh Tyler	HONR 3010/3020	Science Communication in an Alt World	Spring 2019
Kathryn Margetts	HONR 3020/3030	The Politics and Aesthetics of Space	Spring 2019

## E. PROGRAMMING

### 24. Student Leadership

*Honors Student Advisory Board (HSAB)*—Honors contributed to the professional development of eight students (Table H-5), one from each USU college, by inviting them to serve on the HSAB, providing leadership opportunities that included participation with faculty in the Honors admissions process for the Fall 2019 incoming class, the development of programming and events for Honors students, consultation on the Honors curriculum, identification of key initiatives to engage Honors in the community, and assistance with recruiting of our new class of Honors Aggies. For the first time this year, service on HSAB counted as Honors in Practice work, allowing board members to earn three Honors points upon completion of mandatory social and recruiting activities, as well as submission of a comprehensive reflection on Canvas. Three student members returned to the board from service during the previous reporting period. Similarly, three board members agreed to serve for another term during the 2019-2020 academic year.

*Honors Social Committee (HSC)*—Honors staff worked with three Honors students during FY 2018-2019 to conduct programming “by students for students,” including an opening social with a campus scavenger hunt and s’mores bar (September 12, 2018), a corn maze visit (October 24, 2018), a “Friendsgiving” potluck dinner in the Living and Learning Community (November 16, 2018), and a dinner party and open mic night (April 24, 2019). HSC members (Table H-6) also took on the responsibility of running the HSC Instagram account.

*Last Lecture Committee*—Honors invited seven students to serve on the 44<sup>th</sup> Annual Last Lecture Selection Committee (Table H-7). The committee was responsible for soliciting nominations for 2019 Honors Outstanding Professor from their fellow Honors students, reviewing nominations, selecting finalists for interviews, conducting the interviews, and selecting the winner. This year’s award went to Dr. Jennifer Peebles from the Department of Languages, Philosophy, and Communication Studies in CHaSS, who will deliver the Last Lecture on September 25, 2019.

### 25. Thank-a-thon

As in previous years, Honors held two Thank-a-thons during FY 2018-2019, encouraging students to write thank-you notes to faculty and staff members who made a difference in their lives. The importance and power of expressing gratitude is a recurring theme in the Honors Program’s preparation of students for the next stage of their educational and career paths. On average, each event generated 50 thank-you notes, which Honors distributed to recipients on behalf of the students.

## F. FUNDING

*In FY 2018-2019, Honors made available 20%—and disbursed 18%—of its budget to student participants in the form of scholarships and awards, research and study abroad funding, and miscellaneous academic and professionalization funding. The program also supported the development and teaching of Honors courses by disbursing an additional 15% of total funds to Honors-engaged faculty and their academic departments. This funding included:*



**\$10,000** in **scholarship** and award funds to 14 Honors students.



**33** undergraduate **research** awards totaling **~\$12,000** to 31 Honors students.



**21 study abroad** awards totaling **\$18,500**.



Over **\$9,000** in **miscellaneous** academic and professionalization funding to support mentoring, Book Lab, and scholarship interview experiences.



**~\$23,000** in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, peer tutors, and office assistants.



**\$56,000** in direct funding to academic departments and Honors-engaged faculty to support teaching and development of **nine Honors courses**.

## F. FUNDING

### 1. Student Funding

*Scholarships and Awards*—Honors awarded \$10,000 in scholarships through a competitive application and review process to 14 students (Table F-1). Because of the creation of a new scholarship, the Honors “Dare To Know” Book Award, during FY 2018-2019, students at all stages of the program were invited to apply. Karlee Eck and Morgan Sanford, Spring 2019 Honors graduates in Biology and English, respectively, each received the Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

**Table F-1.** Honors student scholarship and award recipients during FY 2018-2019.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award	\$1,500.00	Emma Hallock	'20, English
Lawrence O. Cannon Award	\$1,500.00	Paul Consalvo	'20, Civil Engineering/ Computer Science
Douglas D. Alder Scholarship	\$1,000.00	Haylee Downey	'21, Psychology/Statistics
Elaine Alder Service Scholarship	\$1,000.00	Cole Carlson	'20, Biology/Psychology/ Chemistry
Joseph G. and Karen W. Morse Scholarship	\$500.00	Charity Parkinson	'20, Accounting/Family Finance
Joseph G. and Karen W. Morse Scholarship	\$500.00	AJ Walters	'20, Biological Engineering/Spanish/ Computer Science/ Entrepreneurship
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Karlee Eck	'19, Biology
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Morgan Sanford	'19, English
Honors House Scholarship	\$500.00	James Mullen	'22, Mechanical Engineering
Dare To Know Book Award	\$500.00	Kevin Brown	'22, Civil Engineering
Dare To Know Book Award	\$500.00	Abby Butikofer	'20, Mathematics/Spanish/ Music
Dare To Know Book Award	\$500.00	Chaz Cornwall	'21, Electrical Engineering/ Spanish
Dare To Know Book Award	\$500.00	Lauren Pack	'22, International Studies
Dare To Know Book Award	\$500.00	Melissa Rasmussen	'22, Physics

## F. FUNDING

*Research Funding*—Honors issued 33 research awards totaling \$12,016.02 to 31 students to conduct research and to present the findings of their faculty-mentored capstone or Honors in Practice contract work (Table H-9). This total includes four URCO match awards issued through the Honors Program's ongoing partnership with the USU Office of Research (Table H-10).

*Study Abroad Funding*—Honors issued 21 awards totaling \$18,500 to support global learning and engagement, service-learning, and research activities of Honor students in Asia, Australia, Europe, and Central and South America (Table H-11).

*Miscellaneous Support*—Honors provided \$5,280.00 in funding for on-campus printing and copying to 1,056 students over two semesters; of that allocation, \$1,552.63 was used. To support student participation in Honors Book Labs (Table E-6), Honors purchased books for 128 students for a total of \$2,583.56. An additional \$162.07 was used to fund the "Meal with a Mentor" program, allowing eight students and their faculty mentors to network and get to know each other personally and professionally over lunch at the USU Skyroom. Honors supported four social activities organized by the Honors Social Committee (Table H-6) with \$259.88.

*Student Wage Support*—Honors contributed to the professional development of 16 Honors students by offering them employment in our program. In total, Honors allocated \$21,613.50 (\$22,851.00 of which was disbursed) to support two Honors Peer Advisor positions, an Honors Mathematics Tutor, an Honors Writing Tutor, and two Honors Office Assistants; to attach peer mentors to all six Honors Connections sections in Fall of 2018; and to attach UTFs to all nine Honors courses during the Fall 2018 and Spring 2019 semesters (Table H-8).

### 2. Funding to Faculty and Departments

Honors supported the teaching of nine Honors courses (four in fall and five in spring) with \$45,000 (Table E-4). In addition, four Honors faculty received course-development funding of \$500 per course in Fall 2018 (for a total of \$2,000) for the creation of new Fall 2017 and Spring 2018 Honors courses. Dr. Karen Kapheim and Dr. Brian McCuskey of the Departments of Biology and English, respectively, each received the Joyce Kinkead Outstanding Honors Capstone Mentor Award, which carries a \$500 cash prize. In addition, Dr. Kerin Holt received the 2019 Friend of Honors Award, which also comes with a \$500 cash prize.

## G. OUTPUTS AND OUTCOMES

***In FY 2018-2019, Honors students and faculty generated a large number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:***



**38 capstones** deposited in electronic format in USU Libraries' *Digital Commons*.



**99 presentations** at local, state, regional, national or international conferences.



**54 optional transcript designations**, including University and Departmental Honors, Undergraduate Research, Global Engagement Scholar, and Community-Engaged Scholar.



**26** national, university, college, or departmental awards and honors.

## G. OUTPUTS AND OUTCOMES

### OUTPUTS

#### 1. Student Capstones

- Bertrand, D. 2019. Building the Medieval Trebuchet. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Briggs Ott, M. 2019. Leaning In or Opting Out: Career Aspirations and Barriers for Women in Utah. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Brubaker, M. 2019. Fermentation of Prebiotics in Whole Food Powders by Probiotic Lactic-Acid-Producing Bacterial Strains to Identify Synbiotic Combinations. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Caldwell, J. 2019. How Can Occupational Licensing Reforms Improve Access to Dental Care? Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Cook, C. 2019. Artrepreneuership: The Nuts and Bolts of Running a Successful Artistic Venture. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Dehlin, T. 2019. #MeToo / #YoTambien: A Comparative Analysis of Sexual Harassment Discourse on Twitter. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Eck, K. 2019. Effects of Reproductive Maturity on the Neuroplasticity of Male Bumble Bees (*Bombus impatiens*). Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Flynn, L. 2018. Marketing Audit for Jump the Moon Foundation. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Graham, L. 2019. Fake News: Political Satire in the Age of Trump. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Gulbrandsen, R. 2019. "It's a Little Annoying": Barriers for Utah Women in Careers. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Gummersall, C. 2019. Between Commercial and Non-Profit: Communicating Social Business. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hamblin, H. 2019. Analyzing Fear-Free Veterinary Practices and their Effectiveness in Managing Client and Patient Fear, Anxiety, and Stress, and the Profitability of these Techniques. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hart, A. 2019. The Effect of a Surfactant Seed Coating on the Germination and Growth of Three Native Bulrushes. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hayden, J. 2019. Not to Teach Any Different Doctrine: Examining the Doctrines of the Early Latter-Day Movement and the Church Fathers. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

- Hickok, S. 2019. Sustainability in Scandinavia: A Closer Look at Sustainable Food and Beverage Practices in Norway, Denmark, and Sweden. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hubbard, H. 2019. Medicaid Expansion and Diagnosis-Targeted Cost Shifting Behavior. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Jensen, M. 2019. Body Dissatisfaction and Weight Bias in Young Children. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Jensen, R. 2019. Percussive Behavior in the Southern Resident Killer Whale (*Orcinus orca*) Population at Lime Kiln Point State Park. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Kunzler, A. 2019. Determining the Need for Meal Preparation Education in First-Year University Students. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Lindstrom, C. 2019. HSCR: High Speed CubeSat Radio. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- McEwan, B. 2018. Evaluating the Potential of Repurposing Commercially Available Drugs for the Treatment of Viral Infections. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Mitchell, F. 2018. Low-Precision Linear Algebra for Neural Networks. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Modersitzki, R. 2019. The Influence of Time Spent in the Beginning and End-state Postures on Grasp Choice. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Noyes, D. 2019. Examining the Usability of Accessible Canvas Content Compared to PDF Files. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Paskett, M. 2018. Negative Adoption Experiences As Told By Children. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Penner, H. 2019. Cultural Tactics of Salvadoran Gangs Offer Chance for us to Weaken MS-13. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Robbins, C. 2019. A Dane's Philosophical Attack and A Monk's Ladder. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Sanford, M. 2019. On the Mantelpiece For You: Letters in the Novels of Thomas Hardy. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Session, M. 2019. Evaluations of Antiviral Agents in Two Mouse Models of RNA Virus Infections. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Sorensen, D. 2018. Exponent: High Speed CubeSat Radio. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Thompson, M. 2019. Transcriptomic Analysis of Honey Bees Exposed to Organosilicone. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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Thomson, A. 2019. N: A Sea Monster of a Research Project (Citing and Applying Classical and Contemporary Sources into the Text of a Young- Adult Fantasy Adventure Novel). Honors Capstone Project, Utah State University, Logan, Utah, USA.

Trout, C. 2019. Creation of a Natural History Field Guide for Common Ground Outdoor Adventures. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Tyler, K. 2019. Metabolic Changes in Reproductively Senescent Mice Receiving Ovary Transplants. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Urrutia Smith, F. 2019. Dowager Countess or Poor Olde Awnte: The Intersection of Age and Gender in Early Modern England, 1550-1609. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Vaughn, M. 2019. "The Grittiness of Being Human": Individualizing Sexual Expectations in Adichie's Novels. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Walters, M. 2019. Young Germ Cell Depleted Ovaries in Post-Reproductive Mice and Its Effect on Immune Function. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Worwood, J. 2019. "I Don't Want to Have a Weird Relationship With You, So I'm Trying": Relational Turning Points and Trajectories of Ex-LDS Children and their Active LDS Parents. Honors Capstone Project, Utah State University, Logan, Utah, USA.

### 2. Student Presentations (Honors student in bold)

**Alder, J.** 2019. No title provided. SELECT Annual Meeting.

**Anderson, B.** 2019. Exploring the Influence of Nutrient Additions on Biogenic Production and Consumption of Methane in Arctic Lakes. Utah Conference on Undergraduate Research, Ogden, UT.

**Armbrust, M.** 2019. Molecular Phylogeny of Two Distinct Type-IV CRISPR-associated (CAS) Proteins. National Conference on Undergraduate Research, Kennesaw, GA.

**Armbrust, M.** 2019. Molecular Phylogeny of Two Distinct Type-IV CRISPR-associated (CAS) Proteins. Spring Student Research Symposium, Utah State University, Logan, UT.

**Armbrust, M.** 2019. Molecular Phylogeny of Two Distinct Type-IV CRISPR-associated (CAS) Proteins. Utah Conference on Undergraduate Research, Ogden, UT.

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- Barnes, T.** 2019. Applications of Additive Manufacturing to Reduce Costs Associated with Near-Infrared Spectroscopy. Utah Conference on Undergraduate Research, Ogden, UT.
- Behrend Vaughn, M.** 2019. Complex Silence in Adichie's Novels. Sigma Tau Delta International English Honor Society International Meeting, St. Louis, MO.
- Behrend Vaughn, M.** 2019. The Grittiness of Being Human: Complex Sex in the Novels of Chimamanda Ngozi Adichie. Spring Student Research Symposium, Utah State University, Logan, UT.
- Bertrand, D.** 2019. Building the Medieval Trebuchet. American Historical Association Annual Meeting, Chicago, IL.
- Bertrand, D.** 2019. Building the Medieval Trebuchet. Spring Student Research Symposium, Utah State University, Logan, UT.
- Blotter, A.** 2019. A Glimpse of Musical Theater. Spring Student Research Symposium, Utah State University, Logan, UT.
- Bogoev, Y.** 2019. Literature Review on the Environmental Kuznet's Curve. Spring Student Research Symposium, Utah State University, Logan, UT.
- Briggs Ott, M.** 2019. Gendered Jobs, Careers, and Organizations. Pacific Sociological Association Annual Meeting, Oakland, CA
- Brubaker, M.** 2019. Fermentation of Prebiotics in Whole Food Powders by Probiotic Lactic-acid Producing Bacterial Strains to Identify Synbiotic Combinations. National Conference on Undergraduate Research, Kennesaw, GA.
- Butikofer, E.** 2019. The Cat-Owner Relationship on Navarino Island, Chile. Utah Conference on Undergraduate Research, Ogden, UT.
- Caldwell, J.** 2019. How Do Dental Therapists Affect Cost of and Access to Dental Care? Spring Student Research Symposium, Utah State University, Logan, UT.
- Caldwell, J.** 2019. What Innovations Could Lower Costs and Improve Access to Dental Care? Research on Capitol Hill, Salt Lake City, UT.
- Cornwall, C.** 2019. Wire Cutter Deployment Circuit for Space Applications. Utah Conference on Undergraduate Research, Ogden, UT.
- Davis, A.** 2019. National Security Implications of the Manosphere. Spring Student Research Symposium, Utah State University, Logan, UT.
- Dehlin, T.** 2019. #MeToo/#YoTambién: A Comparative Analysis of Sexual Harassment Discourse on Twitter. National Conference on Undergraduate Research, Kennesaw, GA.
- Dehlin, T.** 2019. #MeToo/#YoTambién: A Comparative Analysis of Sexual Harassment Discourse on Twitter. Utah Conference on Undergraduate Research, Ogden, UT.
- Downey, H.** 2019. Delay Discounting: Measurement Methods and Implications. Research on Capitol Hill, Salt Lake City, UT.

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- Downey, H.** 2019. Poor Stimulus Control in Multiple Frequency-dependent Schedules of Reinforcement in Pigeons. Association for Behavior Analysis Annual Convention, Chicago, IL.
- Easton, M.** 2019. Student Reading Interest Over Time in Reference to UCARE. National Conference on Undergraduate Research, Kennesaw, GA.
- Easton, M.** 2019. UCARE project. Utah Conference on Undergraduate Research, Ogden, UT.
- Eck, K.** 2019. Effects of Reproductive Maturity on Neuroplasticity in Male Bumble Bees (*Bombus impatiens*). Spring Student Research Symposium, Utah State University, Logan, UT.
- Edwards, T.** 2019. Chronic Pain is Associated with Decreased Protein Kinase Activity in the Brain Periaqueductal Gray. Spring Student Research Symposium, Utah State University, Logan, UT.
- Eggett, H.** 2019. Dying For A Cure: The Social History of Insulin. Spring Student Research Symposium, Utah State University, Logan, UT.
- Fidel, S.** 2019. Optimizing Encapsulation Methods and Release Platforms of Antiviral and Antioxidant Compound Quercetin. Spring Student Research Symposium, Utah State University, Logan, UT.
- Frederickson, B.** 2019. The Combinatorics of Splitting and Splittable Families. Spring Student Research Symposium, Utah State University, Logan, UT.
- Gamble, T.** 2018. The Role of Cognitive Load on Postural Stability in the Elderly. Fall Student Research Symposium, Utah State University, Logan, UT.
- Gamble, T.** 2019. Choice of End State Comfort Based on Time Spent at Beginning State and Precision Requirement of the End State. Spring Student Research Symposium, Utah State University, Logan, UT.
- Gamble, T.** 2019. The Role of Cognitive Load on Postural Stability in the Elderly. Research on Capitol Hill, Salt Lake City, UT.
- Gummersall, C.** 2019. Between Commercial and Nonprofit: Narratives of Social Businesses. Research on Capitol Hill, Salt Lake City, UT.
- Gutierrez, C.** 2019. Xoloitzcuintles de Tijuana: In Search of Mexican Identity. Utah Conference on Undergraduate Research, Ogden, UT.
- Ha, J.** 2019. Attention and Reading Correlation Differences in School Aged Children with ASD and School Aged Children Without ASD. Rocky Mountain Psychological Association Annual Convention, Denver, CO.
- Hallock, E.** 2019. Storms, Sleuths, and Science: Adaptations of The Tempest and Sherlock Holmes. Spring Student Research Symposium, Utah State University, Logan, UT.
- Hamblin, H.** 2019. Analyzing Fear-Free Veterinary Practices and their Effectiveness in Managing Client and Patient Fear, Anxiety, and Stress, and the Profitability of

## G. OUTPUTS AND OUTCOMES

these Techniques. Spring Student Research Symposium, Utah State University, Logan, UT.

**Hammer, E.** 2019. Remote Camera Surveys to Inventory and Monitor Wildlife in Cedar Breaks National Monument. Research on Capitol Hill, Salt Lake City, UT.

**Hammer, E.** 2019. Remote Camera Surveys to Inventory and Monitor Wildlife in Cedar Breaks National Monument. Utah Chapter of The Wildlife Society Meeting, Springdale, UT.

**Hammer, E.** 2019. Remote Camera Surveys to Inventory and Monitor Wildlife in Cedar Breaks National Monument. Utah Conference on Undergraduate Research, Ogden, UT.

**Hansen, H.** 2019. The Causes of Variation in Support Timing for Executive Nominees. Spring Student Research Symposium, Utah State University, Logan, UT.

**Hart, A.** 2019. The Effect of a Surfactant Seed Coating on the Germination and Biomass of Three Native Bulrushes. Society of Wetland Scientists Annual Meeting, Baltimore, MD .

**Hart, A.** 2019. The Effect of a Surfactant Seed Coating on the Germination and Biomass of Three Native Bulrushes. Spring Student Research Symposium, Utah State University, Logan, UT.

**Hayden, J.** 2019. First Among Equals: The Pre-Nicene Christian Eucharist in the Context of Greco-Roman Mystery Religions. Spring Student Research Symposium, Utah State University, Logan, UT.

**Hickok, S.** 2019. Nourishing Nordics Event Planning: A Celebration of Sustainable Foodways in Scandinavia. Spring USU Student Research Symposium Logan, UT.

**Hickok, S.** 2019. Sustainability in Scandinavia: A Closer Look at Food and Beverage Practices in Denmark, Norway, and Sweden. Utah Conference on Undergraduate Research, Ogden, UT.

**Hickok, S.** 2019. Sustainability in Scandinavia: A closer look at sustainable food and beverage practices in Norway, Denmark, and Sweden. Spring Student Research Symposium, Utah State University, Logan, UT.

**Jensen, R.** 2019. Modeling Carnivore Interactions in Northeastern Oregon Using Activity and Occupancy Patterns. Utah Chapter of The Wildlife Society Meeting, Springdale, UT.

**Jones, E., M. Hill, and B. Waldron.** 2019. Problematic Internet Use Among Adolescents. Spring Student Research Symposium, Utah State University, Logan, UT.

**Julander, S., T. O'Loughlin, and J. Bradley.** 2019. Solubilization of Indigoidine for Medical Application. Spring Student Research Symposium, Utah State University, Logan, UT.

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- Keeler, A., and **A. Hughlett Nelson**. 2019. Effects of Irradiation in Thin Film Polymers on Optical Properties. Spring Student Research Symposium, Utah State University, Logan, UT.
- King, J.** 2019. Talking in Math Class? Encouraging Engagement and Achievement Through the Use of Talk Moves. Utah Conference on Undergraduate Research, Ogden, UT.
- Kjar, A., and M. Heap.** 2019. Increasing Drug Stability: Pluronic Encapsulated Quercetin. Spring Student Research Symposium, Utah State University, Logan, UT.
- Kunzler, A.** 2019. Determining the Need for Meal Preparation Education in First-year University Students. Spring Student Research Symposium, Utah State University, Logan, UT.
- Kvarfordt, T., B. Francom, and **B. Taylor**. 2019, One-Stop-Shop for Rural Traveler Information. Spring Student Research Symposium, Utah State University, Logan, UT.
- Loveland, M.** 2019. Temperature-dependent Conductivity of Highly Insulating Polymers. Spring Student Research Symposium, Utah State University, Logan, UT.
- Mann, R.** 2019. Fading Cherry Blossoms: An Analysis of Musical Elements' Effect on Lyric Interpretations of "Senbonzakura." Utah Conference on Undergraduate Research, Ogden, UT.
- McEwan, B.** 2019. Searching for Antiviral Activity as a New Use for Old Drugs. Spring Student Research Symposium, Utah State University, Logan, UT.
- Modersitzki, R.** 2019. The Influence of Time Spent in Beginning- and End-State Postures on Grasp Choice. North American Society for the Psychology of Sport and Physical Activity Annual Conference, Baltimore, MD.
- Mortensen, C.** 2018. Designing Mobile Stories: An Introduction to the Augmented Reality and Interactive Storytelling Development Platform. Connected Learning Summit, Cambridge, MA.
- Noyes, D.** 2019. Examining the Usability Impact of Accessible Canvas Content Compared to PDF Files. Spring Student Research Symposium, Utah State University, Logan, UT.
- Patchett, G., and N. Jamison.** 2019. Brahms: Experience and Expression in Musical Form. Spring Student Research Symposium, Utah State University, Logan, UT.
- Penner, H.** 2019. Cultural Traits of Salvadoran Gangs Offer Chance for U.S. to Weaken MS-13. Research on Capitol Hill, Salt Lake City, UT.
- Phillips, Lexi.** 2019. What Does it Mean to Hear Harmony? Pedagogy into Practice Workshop, Santa Barbara, CA.
- Pointer, S.** 2019. 'A Rooted sorrow': Macbeth's Tragic Illness. Sigma Tau Delta International English Honor Society International Meeting, St. Louis, MO.

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**Pointer, S.**, S. Anderson, J. Bylund, and W. Howard. 2019. Not just pretty faces: writing female characters. Sigma Tau Delta International English Honor Society International Meeting, St. Louis, MO.

**Rasmussen, M.** 2019. Predicting End States of the Directed Majority Automaton. Spring Student Research Symposium, Utah State University, Logan, UT.

**Rhea, I.** 2019. Achieving High Reliability in a Constrained Environment. Utah Conference on Undergraduate Research, Ogden, UT.

**Sagers, R.** 2019. Identifying Factors that Contribute to Risk of Bird Window Collisions. National Conference on Undergraduate Research, Kennesaw, GA.

**Sagers, R.** 2019. Identifying Factors that Contribute to Risk of Bird Window Collisions. Utah Conference on Undergraduate Research, Ogden, UT.

**Samhour, A.R.** 2019. Employing Recombinant Adeno-associated Viral Vectors for Delivery of a Therapeutic TIMP-3 Transgene to the Equine Distal Extremity. Spring Student Research Symposium, Utah State University, Logan, UT.

**Samhour, A.R.** 2019. Employing Recombinant Adeno-associated Viral Vectors for Delivery of a Therapeutic TIMP-3 Transgene to the Equine Distal Extremity. Utah Conference on Undergraduate Research, Ogden, UT.

**Session, M.** 2019. A Review of Osteoarthritis. Spring Student Research Symposium, Utah State University, Logan, UT.

**Shaffer, E.**, and S. Walters. 2019. Student Loan Borrowers: Who Figured out Student Loan Monthly Payment Prior to Taking out Student Loans? Spring Student Research Symposium, Utah State University, Logan, UT.

**Smith, E.**, and J. Meyer. 2019. Effects of the 2003 Minimum Wage Change in San Francisco. Spring Student Research Symposium, Utah State University, Logan, UT.

**Smith, S.** 2019. Survey of Bird Window Collisions at Utah State University-Brigham City Regional Campus. Utah Conference on Undergraduate Research, Ogden, UT.

**Starrett, L.** 2019. The Art of Seduction: College Male Perceptions of Sexual Willingness. Research on Capitol Hill, Salt Lake City, UT.

**Starrett, L.** 2019. The Art of Seduction: College Male Perceptions of Sexual Willingness. Utah Conference on Undergraduate Research, Ogden, UT.

**Tannas, T.** 2019. Interface Construction of Cobalt Nitride and Cobalt for Enhanced Hydrogen Evolution and Oxidation. Spring Student Research Symposium, Utah State University, Logan, UT.

**Thompson, M.** 2019. Transcriptomic and Viral Analysis in Honey Bees Exposed to Organosilicones. Spring Student Research Symposium, Utah State University, Logan, UT.

**Thomson, A.** 2019. A Sea Monster of a Research Project (Citing and Applying Classical and Contemporary Sources into the Text of a Young-Adult Fantasy

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Adventure Novel). Spring Student Research Symposium, Utah State University, Logan, UT.

**Tirrell, J.** 2018. An Analysis of the Relative Impact of Seed Predators on the Equilibrium Growth Rate of Tropical Palms. Fall Student Research Symposium, Utah State University, Logan, UT.

**Tirrell, J.** 2019. Investigating Seed Size as a Driver for Rodent Caused Mortality on Barro Colorado Island. Spring Student Research Symposium, Utah State University, Logan, UT.

**Trout, C.** 2019. Utah Wellbeing Pilot Study: Environment Insights. Research on Capitol Hill, Salt Lake City, UT.

**Trout, C.** 2019. Utah Wellbeing Pilot Study: Environment Insights. Utah Conference on Undergraduate Research, Ogden, UT.

**Turner, E.** 2019. The Implications of Blockchain Technologies on the Nuclear Nonproliferation Regime. Spring Student Research Symposium, Utah State University, Logan, UT.

**Tyler, K.** 2019. Germ Cell-Depleted Ovaries Improve Metabolic Health in the Post-Reproductive Mouse Model. National Conference on Undergraduate Research, Kennesaw, GA.

**Tyler, K.** 2019. Germ Cell-Depleted Ovaries Improve Metabolic Health in the Post-Reproductive Mouse Model. Utah Conference on Undergraduate Research, Ogden, UT.

**Tyler, K.** 2019. Germ Cell-Depleted Ovaries Increase Lifespan and Restore Health. Research on Capitol Hill, Salt Lake City, UT.

**Urrutia Smith, F.** 2019. A Dowager Countess or a Poor Olde Awnte? The Intersection of Age and Gender in the Life of Lady Elizabeth Russell. American Historical Association Annual Meeting, Chicago, IL.

**Urrutia Smith, F.** 2019. A Dowager Countess or a Poor Olde Awnte? The Intersection of Age and Gender in the Life of Lady Elizabeth Russell. Utah Conference on Undergraduate Research, Ogden, UT.

**Urrutia Smith, F.** 2019. The Dowager Countess as a Poor Old Awnte: Lady Elizabeth Russell in "Retirement." Spring Student Research Symposium, Utah State University, Logan, UT.

**Urrutia Smith, F.** 2019. Euskadi: St. Ignatius of Loyola, the Basque 1491-1556. Spring Student Research Symposium, Utah State University, Logan, UT.

**Vance, J.** 2019. Preventing Student Suicide: A Guide for Teachers. Spring Student Research Symposium, Utah State University, Logan, UT.

**Walters, M.** 2019. Young Germ Cell Depleted Ovaries in Post-Reproductive Mice and Its Effect on Immune Function. Spring Student Research Symposium, Utah State University, Logan, UT.

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**Worwood, J.** 2019. Cognitive Flexibility and Generalized Anxiety Symptoms: The Mediating Role of Destructive Parent-Child Conflict Communication. Central States Communications Association Annual Conference, Omaha, NE.

**Worwood, J.** 2019. Communication Apprehension and Psychological Needs in Emerging Adults: A Self-Determination Theory Perspective. Utah Conference on Undergraduate Research, Ogden, UT.

**Worwood, J.** 2019. Relational Trajectories and Turning Points of Ex-LDS Children and Their Active LDS Parents. Spring Student Research Symposium, Utah State University, Logan, UT.

### 3. Honors Program Staff Presentations

**Miller, K.,** J. Hagemann, C. Keller, and J. Haseleu. 2018. Beyond the Classroom: The Transgressive Possibilities of Honors Contracts. National Collegiate Honors Council Annual Conference, Boston, MA.

**Miller, K.,** R. Badenhausen, S. Shultz, G. Wyatt, and J. Snyder. 2018. Curricular Transgression: Best Practices for Honors Contracts. National Collegiate Honors Council Annual Conference, Boston, MA.

**Miller, K.,** and H. Appel. 2019. Let's Make a Deal: Honors Learning Contracts as Opportunities for High-Impact Learning. Honors Education at Research Universities Biennial Conference, Salt Lake City, UT.

## OUTCOMES

### 4. Transcript Designations

*University Honors*—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2018-2019, 37 Honors students graduated with University Honors:

Bertrand, Daniel	Gulbrandsen, Rachael	Lindstrom, Colton
Briggs Ott, Mary	Gummersall, Cassidy	McEwan, Brennan
Brubaker, Michaela	Hamblin, Heather	Modersitzki, Rachel
Caldwell, Jacob	Hart, Anders	Noyes, Danni
Cook, Collette	Hayden, Jacob	Paskett, McKenzie
Dehlin, Tori	Hickok, Shandrea	Penner, Hannah
Eck, Karlee	Hubbard, Hayden	Robbins, Chasen
Flynn, Luke	Jensen, Megan	Sanford, Morgan
Graham, Landon	Jensen, Rylee	Session, Madelin
	Kunzler, Alicia	Sorensen, Dana
		Thompson, Matthew

## G. OUTPUTS AND OUTCOMES

Thomson, Adrian

Urrutia Smith, Frankie

Worwood, Jared

Trout, Casey

Vaughn, Madison

Tyler, Kyleigh

Walters, McKenna

*Departmental Honors*—Students seeking to graduate with Departmental Honors must meet the Honors requirements outlined by the academic department that administers their major. This option is no longer available to students. In FY 2018-2019, one Honors student earned this transcript designation:

Mitchell, Frost

*Undergraduate Research*—Honors students seeking the Undergraduate Research transcript designation must complete a minimum of two semesters of undergraduate research, scholarship, or creative activity supervised by a faculty member, present their work through a recognized venue, and submit an application for this transcript designation to the Office of Research. In FY 2018-2019, eleven Honors students earned an Undergraduate Research designation:

Hayden, Jacob

Tyler, Kyleigh

Kunzler, Alicia

Bertrand, Daniel

Hickok, Shandrea

Walter, McKenna

Caldwell, Jacob

Urrutia Smith,

Penner, Hannah

Dehlin, Tori

Frankie

Lindstrom, Colton

*Global Engagement Scholar*—The University Honors Program offers its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars are students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of Global Engagement Scholar communicates to future employers and/or graduate programs the student's commitment to international communication and understanding. Honors students seeking the Undergraduate Research transcript designation must demonstrate foreign language competence, accumulate nine credits/points of study abroad or other Honors in Practice Work in an area of global concern, make a returning traveler presentation to the Honors community, and complete an Honors capstone that demonstrates substantial engagement with global issues in the student's discipline. In FY 2018-2019, one Honors student earned a Global Engagement Scholar designation:

Penner, Hannah

*Community-Engaged Scholar*—The University Honors Program offers its students the opportunity to ground their Honors work in community-engaged learning activities. Focusing on both classroom learning and putting that learning into practice in the community, Community-Engaged Scholars are students who have used the skills learned in their disciplines to think deeply and to engage thoughtfully with local and global problems. The resulting transcript designation of Community-Engaged Scholar

## G. OUTPUTS AND OUTCOMES

communicates to future employers and/or graduate programs the student's commitment to connecting academic work with specific service projects. Honors students seeking the Community-Engaged Scholar transcript designation must document 400 hours of community service through USU's AggieSync, earn nine credits/points of Honors in Practice course or contract work or take community-engaged courses for a total of nine credits/points, and complete an Honors capstone that develops and implements a sustainable service project that addresses a community-identified need. In FY 2018-2019, four Honors students earned a Community-Engaged Scholar designation:

Kunzler, Alicia

Tyler, Kyleigh

Hickok, Shandrea

Trout, Casey

### 5. Student Awards and Honors

#### *State, National, and International Awards and Honors*

Bryce Frederickson, 2019 Goldwater Scholar

Ethan Hammer, 2019 Goldwater Scholar

Hannah Penner, 2019-2020 Fulbright U.S. Student Program Sem-finalist

Ethan Hammer, Best Student Paper, 2019 Utah Chapter of The Wildlife Society Annual Meeting

#### *University Awards and Honors*

Bryce Frederickson, Peak Prize/Undergraduate Researcher of the Year

Justyn Hardy, 2019 Peak Fellow

Jack Kiefer, 2019 Peak Fellow

Stephanie Pointer, 2019 Peak Fellow

AJ Walters, 2019 Peak Fellow

Anne Blotter, Performance Presentation Award, Spring Student Research Symposium

Brennan McEwan, Poster Presentation Award, Spring Student Research Symposium

Emily Shaffer, Oral Presentation Award, Spring Student Research Symposium

Karlee Eck, Poster Presentation Award, Spring Student Research Symposium

## G. OUTPUTS AND OUTCOMES

### *College Awards and Honors*

Olivia Brock, Caine College of the Arts Summer Arts Fellow

Frankie Urrutia Smith, College of Humanities and Social Sciences Legacy of Utah State Award

Rachael Gulbrandsen, College of Humanities and Social Sciences Undergraduate Student Researcher of the Year

Morgan Sanford, College of Humanities and Social Sciences Valedictorian

Bryce Frederickson, College of Science Undergraduate Student Researcher of the Year

Colton Lindstrom, College of Engineering Valedictorian

Casey Trout, S.J. and Jessie E. Quinney College of Natural Resources Jardine Juniper Award

Rylee Jensen, S.J. and Jessie E. Quinney College of Natural Resources Undergraduate Student Researcher of the Year

Anders Hart, S.J. and Jessie E. Quinney College of Natural Resources Valedictorian

Anders Hart, S.J. and Jessie E. Quinney College of Natural Resources Scholar of the Year

Casey Trout, S.J. and Jessie E. Quinney College of Natural Resources Legacy of Utah State Award

### *Departmental Awards and Honors*

Casey Trout, Outstanding Senior, Department of Environment and Society

Delaney Phariss, Outstanding Senior, Department of Wildland Resources

## H. APPENDIX

**Table H-1.** List of FY 2018-2019 Honors graduates.

Name	College	Department(s)	Designation
Bertrand, Daniel	CHaSS	History	University Honors
Briggs Ott, Mary	CHaSS/HSB	Sociology, Social Work and Anthropology	University Honors
Brubaker, Michaela	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Caldwell, Jacob	HSB	Economics and Finance	University Honors
Cook, Collette	CCA/HSB	Music/Management	University Honors
Dehlin, Tori	CHaSS	Languages, Philosophy, and Communication Studies	University Honors
Eck, Karlee	CoS	Biology	University Honors
Flynn, Luke	HSB	Economics and Finance/Marketing and Strategy	University Honors
Graham, Landon	CHaSS	English	University Honors
Gulbrandsen, Rachael	CHaSS	Sociology, Social Work and Anthropology	University Honors
Gummersall, Cassidy	CHaSS	Languages, Philosophy, and Communication Studies	University Honors
Hamblin, Heather	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Hart, Anders	QCNR	Wildland Resources	University Honors
Hayden, Jacob	CHaSS	History	University Honors
Hickok, Shandrea	CHaSS	Journalism and Communication	University Honors
Hubbard, Hayden	HSB	Economics and Finance	University Honors
Jensen, Megan	CAAS	Nutrition, Dietetics, and Food Sciences	University Honors
Jensen, Rylee	QCNR	Wildland Resources	University Honors
Kunzler, Alicia	CAAS	Nutrition, Dietetics, and Food Sciences	University Honors
Lindstrom, Colton	ENGR	Electrical and Computer Engineering	University Honors
McEwan, Brennan	CoS	Biology	University Honors
Mitchell, Frost	ENGR	Electrical and Computer Engineering	Departmental Honors
Modersitzki, Rachel	CEHS	Kinesiology and Health Science	University Honors
Noyes, Danni	CHaSS	English	University Honors
Paskett, McKenzie	CEHS	Psychology	University Honors
Penner, Hannah	CHaSS	Political Science	University Honors
Robbins, Chasen	CHaSS	Languages, Philosophy, and Communication Studies	University Honors

## H. APPENDIX

**Table H-1.** Continued.

<b>Name</b>	<b>College</b>	<b>Department(s)</b>	<b>Designation</b>
Sanford, Morgan	CHaSS	English	University Honors
Session, Madelin	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Sorensen, Dana	ENGR	Electrical and Computer Engineering	University Honors
Thompson, Matthew	CoS	Biology	University Honors
Thomson, Adrian	CHaSS	English	University Honors
Trout, Casey	QCNR	Environment and Society	University Honors
Tyler, Kyleigh	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Urrutia Smith, Frankie	CHaSS	History	University Honors
Vaughn, Madison	CHaSS	English	University Honors
Walters, McKenna	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Worwood, Jared	CHaSS	Languages, Philosophy, and Communication Studies	University Honors

## H. APPENDIX

**Table H-2.** List of FY 2018-2019 Honors-engaged faculty.

Name	College	Department
Adams, Dean	ENGR	Engineering Education
Aguilar, Sheryl	CAAS	Nutrition, Dietetics and Food Sciences
Albrecht, Chad	HSB	Marketing and Strategy
Allan, Vicki	CoS	Computer Science
Allred, Liz	HSB	N/A
Anderson, Dave	HSB	N/A
Archer, Seth	CHaSS	History
Atwood, Trisha	QCNr	Watershed Sciences
Ault, Alexis	CoS	Geology
Austin, Ann	CEHS	Human Development and Family Studies
Baker, Michelle	CoS	Biology
Ballam, Shanan	CHaSS	English
Barfuss, Steven	ENGR	Civil and Environmental Engineering
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Barr, Paul	ENGR	Civil and Environmental Engineering
Beck, Russ	CHaSS	English
Becker, Kurt	ENGR	Engineering Education
Beckman, Noelle	CoS	Biology
Benninghoff, Abby	CAAS	Animal, Dairy and Veterinary Sciences
Bernal, Sergio	CCA	Music
Bobeck, Erin	CoS	Biology
Boettinger, Janis	CAAS	Plants, Soils, and Climate
Bond, Timothy	HSB	Economics and Finance
Bosworth, Ryan	CAAS	Applied Economics
Bressel, Eadric	CEHS	Kinesiology and Health Science
Britt, David	ENGR	Biological Engineering
Brown, David	CoS	Mathematics and Statistics
Budge, Scott	ENGR	Electrical and Computer Engineering
Budy, Phaedra	QCNr	Watershed Sciences
Buhusi, Mona	CEHS	Psychology
Bullock, Cathy	CHaSS	Journalism and Communication

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Burkert, Mattie	CHaSS	English
Cannon, James	HSB	Accountancy
Carter Olson, Candi	CHaSS	Journalism and Communication
Champagne, Brian	CHaSS	Journalism and Communication
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chenette, Tim	CCA	Music
Cho, Clara	CAAS	Nutrition, Dietetics and Food Sciences
Christiansen, Corey	CCA	Music
Cogan, Susan	CHaSS	History
Colton, Jared	CHaSS	English
Coppock, D. Layne	QCNR	Environment and Society
Corcoran, Chris	CoS	Mathematics and Statistics
Coulbrooke, Star	CHaSS	English
Crane, Bret	HSB	Marketing and Strategy
Crawford, Dustin	CHaSS	English
Cripps, Don	ENGR	Electrical and Computer Engineering
Crumbley, Paul	CHaSS	English
Culver, Lawrence	CHaSS	History
Curran, Tim	CHaSS	Languages, Philosophy, and Communication Studies
Curtis, Kynda	CAAS	Applied Economics
Davidson, Jeanne	LIB	Libraries
Davis, Daniel	LIB	Libraries
Day, Craig	CAAS	Animal, Dairy and Veterinary Sciences
Deberard, M. Scott	CEHS	Psychology
Dejonge-Kannan, Karin	CHaSS	Languages, Philosophy, and Communication Studies
DeLisle, Jared	HSB	Economics and Finance
Dixon, Michael	HSB	Management
Domenech Rodriguez, Melanie	CEHS	Psychology
Dorsch, Travis	CEHS	Human Development and Family Studies
Droge, Greg	ENGR	Electrical and Computer Engineering
Du Toit, Johan	QCNR	Wildland Resources

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Dupont, Ryan	ENGR	Civil and Environmental Engineering
Edwards, Boyd	CoS	Physics
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Engler, John	CHaSS	English
Erickson, Devon	HSB	Accountancy
Evans, James	CoS	Geology
Fawson, Chris	HSB	Economics and Finance
Ferguson, John	HSB	Management
Fifield, Bryce	CEHS	Special Education and Rehabilitation
Finley, Judson	CHaSS	Sociology, Social Work and Anthropology
Fisher, Russell	HSB	Marketing and Strategy
Fjeldsted, Paul	HSB	Economics and Finance
Flint, Colin	CHaSS	Political Science
Flint, Courtney	CHaSS	Sociology, Social Work and Anthropology
Frazer, Nat	QCNR	Environment and Society
Freeman, Jacob	CHaSS	Sociology, Social Work and Anthropology
Fronk, Thomas	ENGR	Mechanical and Aerospace Engineering
Gackstetter, Dennise	CCA	Art and Design
Geller, David	ENGR	Mechanical and Aerospace Engineering
Gillam, Sandra	CEHS	Communicative Disorders and Deaf Education
Gilmore, Jason	CHaSS	Languages, Philosophy, and Communication Studies
Glass, Christy	CHaSS	Sociology, Social Work and Anthropology
Gompert, Zachariah	CoS	Biology
Gossard, Julia	CHaSS	History
Grady, Carole	CEHS	Nursing and Health Professions
Graham, Shane	CHaSS	English
Grewe, Jennifer	CEHS	Psychology
Griffith, Todd	HSB	Economics and Finance
Grosklos, Guenchik	CoS	Mathematics and Statistics
Gunther, Jake	ENGR	Electrical and Computer Engineering
Habashi, Jessica	CoS	Biology

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Hadfield, Kimberleigh	CoS	Mathematics and Statistics
Hall, Kelsey	CAAS	Agricultural Systems Technology & Education
Hansen, Jared	HSB	Marketing and Strategy
Hart, Heidi	CHaSS	Languages, Philosophy, and Communication Studies
Hearns, Maureen	CCA	Music
Heavilin, Justin	CoS	Mathematics and Statistics
Hoffman, Erin	CHaSS	Sociology, Social Work and Anthropology
Holberg, Erica	CHaSS	Languages, Philosophy, and Communication Studies
Holland, Daniel	HSB	Marketing and Strategy
Holt, Kerin	CHaSS	English
Howe, Peter	QCNR	Environment and Society
Huang, Yu	ENGR	Biological Engineering
Huenemann, Charlie	CHaSS	Languages, Philosophy, and Communication Studies
Hulvey, Kristin	QCNR	Wildland Resources
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Isom, Clay	CAAS	Animal, Dairy and Veterinary Sciences
Jensen, Phebe	CHaSS	English
Jenson, Debra	CHaSS	Journalism and Communication
Johnson, Jeannie	CHaSS	Political Science
Johnson, Sean	CoS	Chemistry and Biochemistry
Jones, Norman	CHaSS	History
Kannan, Vijay	HSB	Management
Kapheim, Karen	CoS	Biology
Kaundal, Rakesh	CAAS	Plants, Soils, and Climate
Kettenring, Karin	QCNR	Watershed Sciences
Koven, Mark	CAAS	Agricultural Systems Technology & Education
Lachmar, Thomas	CoS	Geology
Lee, Yoon	CEHS	Human Development and Family Studies
Lefler, Mason	CEHS	Instructional Technology and Learning Sciences
Litts, Breanne	CEHS	Instructional Technology and Learning Sciences
Lopez Gonzalez, Crescencio	CHaSS	Languages, Philosophy, and Communication Studies

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Lucas, Lauren	CoS	Biology
Lucero, Jessica	CHaSS	Sociology, Social Work and Anthropology
Luecke, Chris	QCNR	Watershed Sciences
Lutz, Jim	QCNR	Wildland Resources
MacNulty, Dan	QCNR	Wildland Resources
Madden, Gregory	CEHS	Psychology
Malmendier, Andreas	CoS	Mathematics and Statistics
Manuel-Dupont, Sonia	CHaSS	English
Mason, Jeffrey	CAAS	Animal, Dairy and Veterinary Sciences
Matzen, Max	CCA	Music
McCuskey, Brian	CHaSS	English
McGinty, Ellie	QCNR	Wildland Resources
McLaughlin, John	CHaSS	English
McNeal, Lyle	CAAS	Animal, Dairy and Veterinary Sciences
Mesner, Nancy	QCNR	Watershed Sciences
Miller, Charles	ENGR	Biological Engineering
Miller, Kristine	CHaSS	English
Milovich, Rose	LIB	Libraries
Milovich, Steve	HSB	Management
Minichiello, Angela	ENGR	Engineering Education
Mock, Karen	QCNR	Wildland Resources
Moeller, Rylish	ChaSS	English
Moon, Todd	ENGR	Electrical and Computer Engineering
Murphy, Mollie	CHaSS	Languages, Philosophy, and Communication Studies
Nemelka, Blake	HSB	N/A
Newell, Dennis	CoS	Geology
Nguyen, Quyen	HSB	Economics and Finance
Nie, Zhaohu	CoS	Mathematics and Statistics
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Odum, Amy	CEHS	Psychology
Oka, Megan	CEHS	Human Development and Family Studies

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Olsen, Aaron	CAAS	Animal, Dairy and Veterinary Sciences
Olsen, David	HSB	Management Information Systems
Omasta, Matt	CCA	Theatre Arts
Patel, Dave	HSB	N/A
Peak, David	CoS	Physics
Peeples, Jennifer	CHaSS	Languages, Philosophy, and Communication Studies
Peterson, Shannon	HSB	Economics and Finance
Petrzelka, Peggy	CHaSS	Sociology, Social Work and Anthropology
Phillips, Kaitlin	CHaSS	Languages, Philosophy, and Communication Studies
Podgorski, Gregory	CoS	Biology
Potter, Katherine	CoS	Geology
Radel, Claudia	QCNr	Environment and Society
Read, Vicki	LIB	Libraries
Reeve, Jennifer	CAAS	Plants, Soils, and Climate
Reiher, Steve	CHaSS	Journalism and Communication
Richter, David	CHaSS	Languages, Philosophy, and Communication Studies
Rickords, Lee	CAAS	Animal, Dairy and Veterinary Sciences
Roark, Jennifer	CHaSS	Sociology, Social Work and Anthropology
Roberts , Nick	ENGR	Mechanical and Aerospace Engineering
Rogers, Paul	QCNr	Wildland Resources
Romney, Alexander	HSB	Marketing and Strategy
Rosenberg, Dory	LIB	Libraries
Ross, Danielle	CHaSS	History
Sand, Alexa	CCA	Art and Design
Sanders, Matt	CHaSS	Languages, Philosophy, and Communication Studies
Savoie Roskos, Mateja	CAAS	Nutrition, Dietetics and Food Sciences
Scheaffer, Melissa	ENGR	Engineering Education
Scheer, Christopher	CCA	Music
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schneider, Kady	CoS	Mathematics and Statistics
Schramm, David	CEHS	Human Development and Family Studies

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Schupp, Eugene	QCNR	Wildland Resources
Scott Findley, Thomas	HSB	Economics and Finance
Seedall, Ryan	CEHS	Human Development and Family Studies
Shang, Danjue	HSB	Economics and Finance
Sherlock, Richard	CHaSS	Languages, Philosophy, and Communication Studies
Shugart, William	HSB	Economics and Finance
Simon, Chad	HSB	Accountancy
Sims, Ronald	ENGR	Biological Engineering
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sinor, Jennifer	CHaSS	English
Sleipness, Ole	CAAS	Landscape Architecture and Environmental Planning
Smith, Jason	HSB	Economics and Finance
Sojka, Jan	CoS	Physics
Song, Ziqi	ENGR	Civil and Environmental Engineering
Sorensen, Taylor	ENGR	Civil and Environmental Engineering
Soyer, Mehmet	CHaSS	Sociology, Social Work and Anthropology
Spelbring, Jason	CCA	Theatre Arts
Spicer-Escalante, Maria	CHaSS	Languages, Philosophy, and Communication Studies
Stewardson, Denise	CAAS	Agricultural Systems Technology & Education
Studenka, Breanna	CEHS	Kinesiology and Health Science
Sullivan, Kimberly	CoS	Biology
Terry, Thomas	CHaSS	Journalism and Communication
Thomas, Brent	CoS	Mathematics and Statistics
Thornton-Kuth, Kara	CAAS	Animal, Dairy and Veterinary Sciences
Thunell, Andy	HSB	Marketing and Strategy
Tibbitts, Susie	CCA	Interior Design
Torre, Charles	CoS	Physics
Torres-Rua, Alfonso	ENGR	Civil and Environmental Engineering
Tschanz, Joann	CEHS	Psychology
Tullis, Blake	CAAS	Civil and Environmental Engineering
Valencia, Felipe	CHaSS	Languages, Philosophy, and Communication Studies

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department</b>
Vargis, Elizabeth	ENGR	Biological Engineering
Veon, Raymond	CCA	Art and Design
Vierimaa, Matthew	CEHS	Kinesiology and Health Science
Vigneault, Marissa	CCA	Art and Design
Villanueva, Idalis	ENGR	Engineering Education
Voelker, Steve	CAAS	Plants, Soils and Climate
Wack, Daniel	CHaSS	Languages, Philosophy, and Communication Studies
Walton, Rebecca	CHaSS	English
Ward, Veronica	CHaSS	Political Science
Watson, Dan	CoS	Computer Science
Wengreen, Heidi	CAAS	Nutrition, Dietetics and Food Sciences
Wilczynski, Dariusz	CoS	Mathematics and Statistics
Williams, Amber	CAAS	Agricultural Systems Technology & Education
Winn, Suzann	CHaSS	Languages, Philosophy, and Communication Studies
Wishkoski, Rachel	LIB	Libraries
Wolf, Paul	CoS	Biology
Woolcott, Liz	LIB	Libraries
Young, Julie	QCNR	Wildland Resources
Zane, Regan	ENGR	Electrical and Computer Engineering
Zhao, Jia	CoS	Mathematics and Statistics
Zhou, Anhong	ENGR	Biological Engineering

## H. APPENDIX

**Table H-3.** List of FY 2018-2019 faculty Departmental Honors Advisors (DHA).

Department	Name
<i>College of Agriculture and Applied Sciences</i>	
Animal, Dairy and Veterinary Sciences	Rickords, Lee
Applied Economics	Bosworth, Ryan
Applied Sciences, Technology and Education	Koven, Mark
Landscape Architecture and Environmental Planning	Sleipness, Ole
Nutrition, Dietetics, and Food Science	Wengreen, Heidi
Plants, Soils and Climate	Norton, Jeanette
<i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Vigneault, Marissa
Music, Music Education, Music Therapy	Bernal, Sergio
Theatre Arts	Omasta, Matt
<i>Emma Eccles Jones College of Education and Human Services</i>	
Communicative Disorders and Deaf Education	Manuel-Dupont, Sonia
Early Childhood Education, Elementary Education, and TEAL	Hunsaker, Scott
Family, Consumer, and Human Development	Lee, Yoon
Health, Physical Education, and Recreation	Bressel, Eadric
Instructional Technology and Learning Sciences	Litts, Breanne
Nursing	Grady, Carole
Psychology	Grewe, Jennifer
Special Education and Rehabilitation	Fifield, Bryce
<i>College of Humanities and Social Sciences</i>	
Anthropology	Freeman, Jacob
Communication Studies	Curran, Tim
English	Holt, Kerin
History/Religious Studies	Gossard, Julia

## H. APPENDIX

**Table H-3.** Continued.

Department	Name
International Studies, Law and Constitutional Policies, Political Science	Ward, Veronica
Journalism and Communication	Bullock, Cathy
Languages	Richter, David
Philosophy	Huenemann, Charlie
Social Work	Roark, Jennifer
Sociology	Hoffman, Erin
<i>College of Engineering</i>	
College of Engineering Coordinator (until xx/xx)	Fronk, Thom
Biological Engineering	Vargis, Elizabeth
Civil and Environmental Engineering	Barr, Paul
Computer Science	Watson, Dan
Electrical and Computer Engineering	Gunther, Jake
Mechanical and Aerospace Engineering	Ellsworth, Joel
<i>College of Science</i>	
Biochemistry and Chemistry	Scheiner, Steve
Biology and Public Health	Sullivan, Kim
Geology	Evans, James
Mathematics and Statistics	Brown, David
Physics	Edwards, Boyd
<i>Jon M. Huntsman School of Business</i>	
Accounting	Simon, Chad
Economics and Finance	Fjeldsted, Paul
Management	Brocato, Deanne
Management Information Systems	Olsen, David
Marketing and Strategy	Romney, Alex

## H. APPENDIX

**Table H-3.** Continued.

Department	Name
<i>S.J. and Jessie E. Quinney College of Natural Resources</i>	
College of Natural Resources Coordinator	Schupp, Eugene
Environment and Society	Frazer, Nat
Watershed Sciences	Atwood, Trisha
Wildland Resources (interim)	Schupp, Eugene

**Table H-4.** FY 2018-2019 Honors Faculty Advisory Board (HFAB).

College or Academic Unit	Name
College of Agriculture and Applied Sciences	Rickords, Lee
Caine College of the Arts	Vigneault, Marissa
Emma Eccles Jones College of Education and Human Services	Manuel-Dupont, Sonia
College of Humanities and Social Sciences	Jensen, Phebe
College of Science	Brown, David
College of Engineering	Fronk, Thom
Jon M. Huntsman School of Business	Fjeldsted, Paul
S.J. and Jessie E. Quinney College of Natural Resources	Schupp, Eugene
University Libraries	Davidson, Jeanne
Office of Research	Sand, Alexa

## H. APPENDIX

**Table H-5.** FY 2018-2019 Honors Student Advisory Board (HSAB).

College	Name
College of Agriculture and Applied Sciences	Walters, McKenna
Caine College of the Arts	Cook (Nebeker), Collette
Emma Eccles Jones College of Education and Human Services	Gamble, Tucker
College of Humanities and Social Sciences	Hallock, Emma
College of Science	Van Leeuwen, Fiona
College of Engineering	Fielding, Jacilyn
Jon M. Huntsman School of Business	Alder, Jacob
S.J. and Jessie E. Quinney College of Natural Resources	Jensen, Rylee

**Table H-6.** Honors Social Committee Membership in FY 2018-2019.

Name	Role
Fielding, Jacilyn	Co-chair
Lemon, Holly	Co-chair
Hoopes, Hayden	Member

**Table H-7.** FY 2018-2019 Last Lecture Selection Committee.

Name	College
Alder, Jacob	Jon M. Huntsman School of Business/College of Engineering
Butikofer, Abby	College of Science
Gamble, Tucker	Emma Eccles Jones College of Education and Human Services
Ha, Jennifer	Emma Eccles Jones College of Education and Human Services/ College of Humanities and Social Sciences
Sanford, Morgan	College of Humanities and Social Sciences
Steiner, Zion	College of Science
Tyler, Kyleigh	College of Agriculture and Applied Sciences

## H. APPENDIX

**Table H-8.** Honors student employment during FY 2018-2019.

Position	Name
Honors Student Peer Advisor	Christensen, Jessica
	Palmer, Holly
	Sorensen, Natalia
Honors Student Math Tutor	Frederickson, Bryce
Honors Student Writing Tutor	Gummersall, Cassidy
Honors Student Office Assistant	Jensen, Trinda
	Steiner, Zion
Honors Connections Peer Mentor	Barker, Kirsten
	Butikofer, Abby
	Gamble, Tucker
	Sorensen, Lia
	Tyler, Kyleigh
	Urrutia Smith, Frankie
HONR 1320 Undergraduate Teaching Fellow (UTF) (Fall)	Sorensen, Natalia
HONR 1330 UTF (Fall)	Cook (Nebeker), Collette
HONR 1340 UTF (Fall)	Margetts, Kat
HONR 3020/3030 (Fall)	Tyler, Kyleigh
HONR 1320 UTF (Spring)	Gummersall, Cassidy
HONR 1330 UTF (Spring)	Bogoev, Yana
HONR 1350 UTF (Spring)	Jensen, Megan
HONR 3020/3030 UTF (Spring)	Margetts, Kat

## H. APPENDIX

**Table H-9.** Recipients of Honors Research Fund awards during FY 2018-2019.

Name	Title/Description of Research
Alder, Jacob	SELECT Annual Meeting
Bertrand, Daniel	American Historical Association 2019 Annual Meeting, Chicago, IL
Briggs-Ott, Mary	Pacific Sociological Association 2019 Annual Meeting, Oakland, CA
Brubaker, Michaela	2019 National Conference on Undergraduate Research, Kennesaw, GA
Casutt, Bryant	Research project "Aggie marine robotics modular electronics"
Clarkson, Corinne	Mothers without Borders Internship
Consalvo, Paolo	Research project "Agricultural soil sampling"
Daniel, Heidi	North American Model United Nations, Toronto, Canada
Dehlin, Tori	2019 National Conference on Undergraduate Research, Kennesaw, GA
Downey, Haylee	Association for Behavior Analysis 2019 Annual Convention, Chicago, IL
Ha, Jennifer	Rocky Mountain Psychological Association 2019 Annual Convention, Denver, CO
Hart, Anders	Society of Wetland Scientists 2019 Annual Meeting, Baltimore, MD
Hickok, Shandrea	Research project "Sustainability in Scandinavia"
Johnson, Noah	National Association of Teachers of Signing Cal-Western Regional Conference and Auditions, Reno, NV
Kunzler, Alicia	Research project "Determining the need for meal preparation education in first-year university students"
Martin, Jessica	North American Model United Nations, Toronto, Canada
McArthur, Kaden	Southern Utah Wilderness Alliance Internship, Washington, D.C.
Modersitzki, Rachel	North American Society for the Psychology of Sport and Physical Activity, Baltimore, MD
Mortensen, Chase	Connected Learning Summit, Cambridge, MA
Pack, Lauren	Research project "Thailand Art & Culture Center: a process of social activism"
Phillips, Lexi	Pedagogy into Practice 2019 Conference, Santa Barbara, CA
Pointer, Stephanie	Sigma Tau Delta 2019 International Convention, St. Louis, MO
Sagers, Rachel	2019 National Conference on Undergraduate Research, Kennesaw, GA
Schmidt, Sydney	Research project "Thailand Art & Culture Center: a process of social activism"
Tinsley, Melissa	Research project "Separation and reconnection"
Tyler, Kyleigh	2019 National Conference on Undergraduate Research, Kennesaw, GA
Urrutia Smith, Frankie	American Historical Association 2019 Annual Meeting, Chicago, IL
Vaughn, Madison	Sigma Tau Delta 2019 International Convention, St. Louis, MO
Worwood, Jared	Central States Communications Association 2019 Annual Conference, Omaha, NE

## H. APPENDIX

**Table H-10.** Honors URCO matching funds during FY 2018-2019.

Name	Title/Description of Research
Carlson, Cole	Research project "Belowground drivers of metabolite allocation across host plant tissues and implications for leaf and fruit defense"
DeAngelo, Matthew	Research project "ELO and LEO decompositions on n-regular polytype"
Urrutia Smith, Frankie	Research project "Old Widow Russell: The intersection of age and gender in early modern England"
Worwood, Jared	Research project "Relational trajectories of ex-LDS children and their active LDS parents"

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**Table H-11.** Honors Study Abroad Fund awards during FY 2018-2019.

Name	Title/Description
Benson, Sierra	USU Study Abroad, Logroño (Spain)
Brashears, Kinsey	Southern Cross University (Australia)
Carlson, Cole	Smithsonian Tropical Research Institute, Barro Colorado Island (Panama)
Dickson, Cambry	Service Learning Abroad, ORCA, Lima/San Bartolo (Peru)
Easton, Marin	International Language Program (Thailand)
Ha, Jennifer	Genocide and Memory: Socio-Political Challenges (Cambodia)
Harward, Chase	USU Study Abroad, Logroño (Spain)
Hatch, Hailey	Introduction to Coral Reefs (Australia)
Jensen, Danielle	USU Study Abroad, Logroño (Spain)
Lea, Helen	Landscape Architecture and Environmental Planning Travel Course (Italy)
Lyman, Parker	US Sister Relations Alliance Ambassadorship (Taiwan)
Malcarne, Zach	American University, Dubai (UAE)
Nelson, Alex	Humanities and the Arts Study Abroad (Europe)
Palmer, Holly	Humanities and the Arts Study Abroad (Europe)
Parkinson, Charity	SEED Internship, Manilla (Phillipines)
Penner, Hannah	SEED Internship, Trujillo (Peru)
Standing, Cody	USU Study Abroad, Logroño (Spain)
Wadsworth, Madison	USU Study Abroad, Logroño (Spain)
Weight, Abbie	Service Learning Abroad, IVHQ (Guatemala)
Williams-Gilchrist, Jonas	Humanities and the Arts Study Abroad (Europe)
Wilson, Jarod	Hochschule Ravensburg-Weingarten (Germany)