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Faculty Senate Executive Committee
20 September 2004
3:00 - 4:30 p.m.
Champ Hall Conference Room

AGENDA

3:00 Call to Order
[Approval of minutes of 23 August 2004](#)

Announcements - FSEC Lunch with the President will be on Monday, the 11th of October at noon.

3:05	Information Items for Consent Agenda	
	EPC Business	Joyce Kinkad
	Faculty Evaluation Committee	Ruth Struyk
	Libraries Advisory Council	Lisa Berreau
	Honors Program	David Lancy
	ASUSU	Les Essig
	Calendar Committee	Sydney Petersen
	Domestic Partner Benefit	Derek Mason

3:45	Key Issues & Action Items	
	Athletic Council	Derek Mason
	Resolution of collaboration with ASUSU	Derek Mason
	2005-2006 Budget Presentation	Derek Mason

3:55 University Business Administration

4:15 Adjournment

Faculty Senate Executive Committee Meeting Minutes for August 23, 2004

Attendance:

Senators:	Janis Boettinger (4026)	Derek Mason (1288)	Stan Albrecht (1167)
	Stephen Bialkowski (1907)	Dale Blahna (2544)	Kevin Doyle (3022)
	Kermit Hall (1157)	John Kras (3881)	David Luthy (2429)
	Bruce Miller (2232)	Rob Morrison (1477)	Shawn Olsen (801-451-3412)
	Gilberto Urroz (3379)		

Presenters: Sydney Peterson (1170) Joyce Kinkead (1706) Larry Smith (1189)
Gary Straquadine (3521)

Visitors: Senator Lyle Hillyard

Excused: Brent Miller (1180)

Call to Order

Janis Boettinger called the meeting to order at 3:05 pm.

Minutes:

Bruce Miller moved to accept the minutes of April 19. The motion, seconded by Derek Mason, was passed.

Announcements:

The next FSEC Brown Bag lunch with President Hall will be held Wednesday, September 8, at noon in Champ Hall.

Committee Reports:

EPC Business

Joyce Kinkead presented EPC Business. There were two items of business to come forward: 1) revision to code policy manual regarding membership of curriculum subcommittee and 2) dual major task force. There was some confusion among departments on the difference between a dual major and composite major. Dale Blahna moved to place EPC Business on the Consent Agenda. The motion, seconded by David Luthy, passed.

Joyce Kinkead presented the EPC Annual report. The Academic Standards Committee was proactive this year in cleaning up practices and policies. Bruce Miller moved to place the EPC Annual Report on the Consent Agenda. The motion, seconded by John Kras, passed.

Graduate Council Report

Larry Smith presented the Graduate Council Report. Total graduate student funding is up 17% from last year. Graduate council was busy making changes to existing programs and considering new proposals for graduate programs. The Graduate Office will be launching its new website in the next couple of weeks. Goal is to direct students to the website and be more aggressive in recruitment. Stephen Bialkowski moved to place the Graduate Council Report on the Consent Agenda. The motion, seconded by Kevin Doyle, passed. Janis Boettinger suggested that Larry attend Faculty Senate to introduce himself and to discuss faculty involvement and recruitment efforts. Stephen Bialkowski moved to place the Interim Dean of Graduate Studies, Larry Smith as an information item. The motion, seconded by Bruce Miller, passed. Stan Albrecht mentioned that a search is underway to replace Tom Kent. Noelle Cockett is serving as chair.

Enrollment and Curriculum Management

Joyce Kinkead presented the following information on enrollment management. There are 1,100 connection students on campus. There are 2300 freshman enrolled for Fall 2004. The average ACT score is 24; highest is 36, average GPA 3.58. Denials are still slim: there were 5,000 applications, about 400 of those were denied. Transfer students are 1100, stabilizing over last year. In 2001 retention was 66%. The goal of 75% retention was in three years instead of the projected five years. Joyce introduced Gary Straquadine, Associate Vice Provost. Gary has been charged with managing curriculum and Evening and Summer School transition from Continuing Education to the Provost's office. Continuing Education will continue, it will be offered through the Center for Independent and Distance Learning (CIDL) and will serve non-tradition/time bound students. Curriculum goals include eliminating bottleneck courses, general education process, graduation rate process, new program possibilities. There will be a proposal request process based on "guiding principles". The Provost's office will work directly with Department Heads instead of individual faculty members for requests. Stephen Bialkowski moved to place Enrollment and Curriculum Management as an information item. The motion, seconded by Rob Morrison, passed.

Constitutional Amendment No. 3

Senator Lyle Hillyard talked about the timing of how and when issues are brought to the legislature. He talked about the sensitivity and political issue of Amendment No. 3. Senator Hillyard's concern is the image it gives to Utah higher education's priorities when the #1 priority of Higher Education is supposedly salary. President Hall raised the question of if and when do we want to ride this issue? Janis Boettinger reiterated that timing could be important for certain issue and the #1 priority for USU is salaries. Faculty at Utah State should be educated on what is on the ballot. For example, a "yes" vote on Amendment No.2 can significantly increase potential revenues to USU.

University Business

President Hall and Provost Albrecht are working on a draft budget for 2005-2006. Elements include compensation, operating budget, library, and fuel and power. They plan on presenting to students some aggressive tuition increases. The State's financial position needs 4% growth to fund what it currently has in place. The State is going to be increasingly behind in revenues unless it changes its tax policy. The tuition rate at USU is one of the lowest in the country. Students are critical to our future.

There are currently four searches underway: 1) Vice President for University Advancement (this position will be housed down in SLC to capitalize on Alumni in the Wasatch Front), 2) Vice President for Information Technology, 3) Dean of the School of Graduate Studies, 4) Dean of the College of Education and Human Services.

Fredrick Champ Drive is closed and will remain permanently closed. The new Living Learning Center is under construction. Parking spots were lost due to the construction. There will be a parking deck down by the old steam plant, but will not be finished until next year.

Provost Albrecht talked briefly about a multi stage strategy for capital facility development for USU that will address a series of issues: 1) move some Agriculture facilities from the north of campus to south farm, 2) create Innovation Campus expansion opportunities, 3) Merrill Library comes down, and 4) build a new facility that will house current activity of the Ag Science Peterson Building and also look at other needs; it will be a multipurpose, high-tech building. Funding of \$10.5 million is proposed.

Key Issues & Action Items

Sydney Peterson announced that there will be a December commencement. In 2002, 950 students met graduation requirements; 2003, 1,634; and in 2004, 1,987 students are eligible. The advantages of having a December commencement are that recent graduates are in the area and would have the opportunity to participate, and it would also relieve some pressure from Spring commencement. The Commencement Committee, with the support of students and the President, recommends implementing a December Commencement ceremony, with a trial ceremony in December 2004 at which graduates will receive a certificate of commencement.

Adjourn:

Stephen Bialkowski called for adjournment. The meeting adjourned at 4:35 pm.

FSEC Lunch Schedule with President Hall

Fall Semester, 2004

Monday, October 11th
Tuesday, November 2nd
Tuesday, November 23rd
Monday, December 13th



Introduction: Educational Policies Committee
Report for Faculty Senate 9/20/2004

Joyce Kinkadee-Chair, Stanley Allen-Agriculture, Scot Allgood-Education and Human Services, Todd Crowl-Natural Resources, Richard Culter-Science, Jennifer Duncan-Libraries, Les Essig, ASUSU President, Heidi Evans, ASUSU Academic VP, Kathy Fitzgerald-HASS, David Luthy-DEED chair, Rhonda Menlove-Extension, David Olsen-Business, A.J. Rounds-GSS President, Jeff Walters-ASC Chair, Paul Wheeler-Engineering

Meeting Dates:
September 2, 2004, October 7, 2004, November 4, 2004, December 2, 2004, January 13, 2005, February 3, 2005, March 3, 2005, April 7, 2005

Curriculum Subcommittee
In August meetings, the Curriculum Subcommittee provided the following information:

[EPC Deadlines for 2004-2005](#)

Recommendations
No action to approve for August.

Faculty Evaluation Committee
Report to Faculty Senate
September 2004

Craig Petersen, Director of Analysis, Assessment, and Accreditation, met with the committee to discuss the faculty evaluation system students are currently using at Utah State and how results are reported. The practice of publishing faculty evaluation scores on the university website was discussed. Craig indicated that currently faculty evaluation data are accessible by entering "About USU" and then going to an instructor's home department. The results of the faculty evaluation are reported using the mean score from the first two questions of the evaluation. Each instructor's average is posted as well as the department, college, and university averages. Results are available for the past four semesters and will continue to be updated each semester.

The committee discussed having students complete the faculty evaluations on-line. Craig Petersen had his students complete the faculty evaluations on-line for both his on-campus and off-campus course. He created a link to the faculty evaluation form using the quiz module in WebCT. Completing the course evaluation was the last class assignment. Students were given points (10) in the on-campus course for completing the evaluation while the off-campus course was given bonus points. The response rate for 500 students in the on-campus course was approximately 95%; for the off-campus course it was 100%. Craig believed that the comments obtained on-line were more insightful than those normally produced in class because students had time to think about their responses. Students' responses are still confidential because WebCT credits the students for completing the evaluation, but does not allow the instructor to see which students wrote what comments. In comparison to conducting the evaluations in class, Craig noted that the response rate was higher for the on-line method than when evaluations are distributed in-class. He believes that in class evaluation return rate is approximately 75%. Reasons for the lower in-class return rate might be students hurrying to their next class, students being absent the day of evaluations, or students' apathy concerning filling out evaluations.

The following pros and cons for using on-line evaluations were discussed.

Pros:

- Evaluations could be administered anytime in the last three weeks of the semester
- No class time would be lost
- Data could be evaluated by subgroups for more information
- Cuts down on the cost of printing forms
- Cuts down on the time delay so that instructors could have feedback that could be implemented the next semester
- Cuts down on the scan time (3 -4 weeks to scan all the course evaluations into the computer)

Cons:

- For classes where instructors are not using WebCT, instructors would need to set up a link
- For small classes, if subgroup data is available, student might be identified based on content. Example, Sced 4210 has 35 students, the majority of students are from two content areas. If there is only one student in a content major that student could be identified by content even though names were confidential.
- Would students do the evaluation without incentives (e.g., points added or removed from grade). University-wide incentive (monetary would be prohibitive (15000 students X 4 classes)). Instructors may not want to add or subtract points for students taking the evaluation.

Questions and issues under consideration by the committee:

1. Should evaluation results be posted on the University Website?
2. Can improvements be made in the current form that would improve the feedback to instructors and allow a bigger picture of the instructors' teaching than just two numbers?
3. Can evaluations be administered on-line and still get a return rate similar to evaluations administered in class?

Vince Lafferty submitted an evaluation instrument which he would the committee to review. The evaluation would include the current faculty evaluation information but would also include factors which are unique to distance education.

During April the committee review many exceptional candidates for the Robins Awards. The committee recommended Dr. Lyle G. McNeal from Animal, Dairy and Veterinary Science for Faculty Advisor of the Year and Dr. John Seiter from Communication, Speech, Language and Philosophy for Teacher of the Year.

Library Advisory Council
FY 03/04 Annual Report

The University Libraries Advisory Council advises the Vice-Provost for University Libraries and Instructional Support in (1) meeting the learning, instruction, and research needs of students, faculty and staff; (2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the libraries to the University. The Council membership will consist of nine faculty members, one from each College and Extension with one undergraduate and graduate student appointed by the Provost. Faculty members will serve three-year terms and are renewable once. The Vice-Provost for University Libraries and Instructional Support serves as an ex-officio, non-voting member. The chair will be elected from the Council membership on an annual basis.

Members:

Byard Wood, Engineering (06) Ed Stafford, Business (05)
Lisa Berreau, Science (07) Gary Straquadine, Agriculture (07)
Carl Cheney, Education (05) Len Rosenband, HASS (06)
Extension - vacant Ronald Ryel - Natural Resources (06)
A.J. Rounds, ASUSU GSS Linda Wolcott, ex officio
Darin Humphreys, ASUSU

Overview:

The Council met monthly January through April 2004. Much of the discussion focused on the rising costs of scholarly communication and the need for journal funding. Kent Clark was introduced to the Council as the new Library Development Director. He discussed the need for a capital campaign for the new library building along with the need to raise money for ongoing help with library collections. The Council was given monthly updates on the status of the new building construction.

2003/04 Action Items:

1. Lisa Berreau was named Chair of the Library Advisory Council
2. Librarians visited most departments on campus and made a presentation on the cost of journals and discussed the journal cut list for the 2004-05 year.
3. Kent Clark requested input on how best to approach University faculty in regards to donating to the Library Faculty Endowment through payroll deduction.
4. A report was presented to the Council on a survey conducted of University faculty to gauge the feasibility and interest in having an on campus document delivery program. The result of the survey showed that there is not sufficient interest to institute the service at this time.

2004/05 Agenda Items:

1. Identifying collection development needs
 2. Fund-raising and the library's capital campaign
 3. Promoting library services and awareness of the new building
 4. Ongoing discussion regarding scholarly communications and journal acquisitions
 5. Faculty and librarian collaboration and engagement in the curriculum
-

UTAH STATE UNIVERSITY HONORS PROGRAM ANNUAL REPORT
2003-2004 Academic Year

PURPOSE: The Honors Program provides students with an enhanced track for their lower- and upper-division course requirements. Students and faculty work together in intensive seminars, experimental classes, interdisciplinary courses, writing projects, and special activities. Members of the program earn Honors credit on their transcripts and pursue one of three different Honors degrees.

PERSONNEL: David F. Lancy, Professor of Anthropology, Director; Christie Fox, Ph.D., Program Coordinator; Kay Gamble, Executive Assistant II, Secretary, Katherine Shakespeare, Peer Advisor

HONORS FELLOWS: Kay to list along w/ their assignments

Overview: The Honors Program at Utah State has enjoyed more drastic change in the last three years than in the preceding 32 years of its history.

The most significant changes have all been triggered by change in the Provost's Office and concomitant changes in recruiting and retention policies. In the past, Honors was seen as potentially driving away the students "High School/College Relations" was trying to recruit to USU. Now, the "Honors Pathway" <http://www.usu.edu/honors/pathway/index.htm> is treated as the primary incentive for high ability students to matriculate at USU. As a consequence of this new emphasis in recruiting coupled with changes in Honors itself, our Honors student body is better educated than ever before (cutoff=124 index), more committed to Honors and more interested in "stretching" themselves academically through undergraduate research, for example.

All "Presidential" scholars are now automatically enrolled in Honors 2000, the online Orientation to Honors and undergraduate research designed and managed by the Honors Program and taught by Vice Provost Kinhead. This Fall marks the 3rd iteration of that course and we're seeing the enrollment climb (270=F '03; 350=F '04) along with the level of commitment and enthusiasm of the students (as reflected in a dramatic increase in postings to the online forum, for example). Many will have also been enrolled in dedicated Honors sections of Connections. This was the second year for this new initiative and the first year in which we jettisoned about 90% (next year we'll replace the remaining 10%) of the old Connections curriculum replacing it with one of our own devising. It was also the first year for a new cadre of Honors Connections Instructors who've worked together as a team for six months to revamp the course. Initial assessment results are extremely positive. Motivated by the desire to retain students who were falling in the crack between first year Honors courses and Departmental Honors, we developed a new course in 2003, HONR 2100 Inquiry. Six sections were offered corresponding roughly to clusters of interest (e.g. applied

biology, social science, engineering, etc) taught by very distinguished faculty. The one credit class met weekly during Winter semester and focused on integrating students into their major, preparing for departmental honors, identifying a research mentor and line of research and pre-planning for grad school. In short, the class is designed to help students construct a road map for the rest of their travel on the “Honors Pathway” right on to grad school. One measure of the success of these endeavors was that we had 6 candidates for the Goldwater Scholarship last year with 2 winners and the previous high had been 2/1.

Personnel changes have been equally dramatic. The retirement of our Assistant Director Robyn Daines, triggered a wholesale reanalysis of role assignments. 90% of the Assistant Director’s responsibilities were shifted to Kay Gamble, who was promoted to Executive II. The Assistant Director position was renamed Program Coordinator with new responsibilities for communications, marketing, Prestige Fellowships and teaching. We were extremely fortunate to hire Christie Fox, holder of a Ph.D. from Indiana with extensive experience with Honors, recruiting and a rich teaching record. She is now managing the ENGL 2010 H class and teaching one of the two sections offered each semester (previously we’d offered 1/semester). She’s also teaching of the sections of Honors Connections. She’s very active in advising students—especially with respect to applicants for national scholarships such as the Truman and Goldwater.

Katherine Shakespeare “graduated” from a position of (Teaching) Fellow to Peer Advisor and has helped shoulder what has become a much greater responsibility to field queries re the Program and assist students in planning their Honors course of study. All of us are also much more involved than in the past with new recruiting initiatives such as Preview Day and Scholar’s Day as well as SOAR.

Mary Heers is a much-decorated, recently retired teacher from Preston High School who has also joined the Honors team during the past year. Mary developed and now teaches a repeatable .5 credit “Enrichment” class HONOR 2200. She’s teaching a section of Honors Connections and a section of ENGL 2010H each semester.

The Honors website got both a visual and structural makeover during the past year. Its coverage of Honors at every level from the broadly philosophical (Why do Honors?) to minutiae has been greatly expanded. The website is managed by Dr. Fox while Katherine Shakespeare edits the new, thrice-yearly Honors Newsletter.

Other significant developments during the past year include the establishment of an award for the most promising Honors student. Named in honors of Helen Cannon, the endowment was established by her family and friends. New Departmental Honors Programs have been completed or are under discussion for the Colleges of Business, Engineering and Natural Resources and the Departments of Social Work, ASTE, Art and Elementary Education. We are moving away from a “one size fits all” model to a more tailor-made approach. We’ve also launched a new Honors Program in Creative Writing that brings together course offerings from several disciplines.

The challenges facing Honors are all of the “be careful what you wish for” variety. We are “bursting at the seams,” quite literally. Our physical facilities are now uncomfortably crowded much of the time and we are hard pressed to respond quickly to student visitors and queries. Our Honors breadth classes have all been re-capped at higher levels to accommodate enrollment growth. So our vaunted “smaller” Honors classes have gotten pretty large. We’ve added 4 new courses to the Honors curriculum, and increased the number of sections of existing courses, totaling 15 additional course sections in three years. We’ve added additional staff, including doubling the number of Honors Teaching Fellows—all without a budget increase. Not only are we unable to expand in our present location, we have been unable to find a new home for Honors once the old Merrill Library is demolished.

To conclude, we have reached a point where Honors can legitimately claim to partner with all departments on campus in the recruitment, retention and optimization of their best and brightest majors. In return, the Program will need the political support of the campus at large to insure that we have adequate financial and physical resources to continue this service to the university.

HIGHLIGHTS: Kay & Katherine to search for these kudos 34 Honors students graduated with Honors degrees; 58 filed Department Honors Plans of Study; and Honors students received Honors Program scholarships; Chad Wasden and Jeffry Gittins received Honors scholarships.

Honors student received the following recognition:

Melissa Bowles Outstanding Peer Advisor Award in Dept. of English
Marchet Clark A-Pin Award, College of HASS
Kathryn Ann Fifield Outstanding student in Liberal Arts and Sciences
Michael L. Girard Outstanding student in Department of LAEP
Jeffery T. Leek University Citizenship Award
Medlir Mema Robins Awards Man of the Year
Corinna Von Niederhausern Valedictorian for the College of Agriculture
Sarah C. Wegener Outstanding student in Department of History

Honors instructors and Department Honors Advisors received the following recognition:

Michael Sweeney His book, “From the Front: The Story of War,” was published by National Geographic
Tamara S. Vitale Teaching Excellence Award in College of Agriculture

CONTENTS OF ANNUAL REPORT:

I. Curricular Activities, 2002-2003
II. Extracurricular Activities, 2002-2003
III. Responses to Key Issues-Goals in 2002-2003
IV. Key Issues and Goals to Address in 2003-2004
V. Appendices

I. CURRICULAR ACTIVITIES, 2002-2003

A. Students in the Honors Program

Entering freshmen	110			
Fall 2002		111		
Fall 2001			131	
Fall 2000			143	
Fall 1999			140	
Fall 1998				
Students in Honors Courses	Fall Classes	Fall Contracts	Spring Classes	Spring Contracts
2002-2003	216	64	174	49
2001-2002	177	62	167	89
2000-2001	175	93	137	65
1999-2000	63	63	202	92
1998-1999	237	61	79	49
Department Honors Plans	Total	New		
2002-2003	86	58		
2001-2002	91	64		
2000-2001	117	51		
1999-2000	99	51		
1998-1999	98	43		

B. Honors Graduates

Number of students who received Honors degrees in 2002-2003: 38
The names of 2002-2003 Honors degree recipients and the titles of their senior Honors theses/projects appear in Appendix A.

C. Honors Courses

Number of compensated course offerings in 2002-2003: 14
Note on compensation: The Honors Program compensates courses listed with the HONR prefix. In the 1996-1997 academic year, the program began an effort to also compensate faculty for working with Honors students in upper-division course work and on their theses/projects. A list of 2002-2003 Honors courses and enrollment statistics appear in the Appendix B of this report.

D. Honors Degrees

Students work towards one of three Honors degrees:
University Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/project).
University Honors with Department Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/project).
Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/project).

E. Faculty Participating in Honors

USU faculty participate in the Honors Program in a number of ways:

- teaching compensated lower-division Honors classes
- working with upper-division Honors students in upper-division classes on a contract basis
- serving on the Honors Advisory Board (Appendix)
- serving as Department Honors Advisors -- guiding upper-division students through their Department Honors Plans (see list - Appendix)
- advising students in their Senior Honors Projects

- serving on Rhodes, Fulbright, and Truman campus interview committees and advising students in the completion of their applications
- offering special presentations through Honors Interactions

Faculty teaching Honors courses, serving as thesis/project advisors, and working with Honors students on a contract basis; serving on the Honors Advisory Board; and Department Honors Advisors are in Appendix C.)

II. EXTRACURRICULAR ACTIVITIES, 2002-2003

A. Fellowships, Scholarships, and Research Programs National and International Scholarship Programs:

The Honors Program serves as an information and processing center for five scholarship programs: Fulbright Graduate Fellowships, Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris Udall, and Barry Goldwater Scholarships.

We invite faculty to nominate exceptional students for these awards or to encourage qualified students to apply. Our office provides materials outlining each award. In addition, our files contain the application forms students will need for the various programs. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students proceeding into graduate school. The Fulbright Fellowship is appropriate both for students who have recently completed the baccalaureate and for those engaged in masters- or doctoral-level research.

Honors Program Scholarships

Three Honors students received scholarships for Fall Semester 2003:

Chad Wasden - Morse Honors Scholarship - \$500

Jeffrey Gittens - Honors Cash Awards - \$500

B. Last Lecture

Professor of Political Science, Randy Simmons, was selected this year to be the guest speaker. His topic was "The Tyranny of Good Intentions." He was selected by an Honors student committee.

III. RESPONSES TO THE KEY ISSUES AND GOALS OUTLINED IN LAST YEAR'S ANNUAL REPORT

Following the drafting of a self-study document and first ever Compact Plan, the Honors Program was scrutinized by an external review team in Spring '02. The team consisted of Dr. Patricia MacCorquodale, Dean of the Honors College at the University of Arizona, Dr. Robert R. Keller, Director of the University Honors Program at Colorado State University, and Dr. Stanley D. Allen, Department of Animal, Dairy, and Veterinary Sciences at Utah State University and departmental Honors advisor and former member of the Honors Advisory Board.

While the decadal evaluation was very positive, the overarching recommendation was that the Honors Program become much more central in decision-making regarding the university's evolving plan for recruiting and retaining exceptionally able students. And this has, in fact, happened.

Shortly after the external report was submitted, the Director began work on a new course, HONR 2000 or Beehive Scholars. This course was designed to implement an initiative undertaken the previous year by Vice Provost Kinhead, namely, 'cream of the crop' (to capitalize on Pres. Hall's milking odyssey). The problem to be addressed was that, after lavishing a great deal of attention on prospective students, once they were admitted to USU they were, effectively, ignored with predictably negative retention results. Honors proposed that all students of recognized ability should be routed to a new 1 semester online (to avoid schedule conflicts) class which would integrate students better into the university and forecast for them the opportunities and expectations that lay ahead. It included instructional modules on choosing a major, appropriate avenues of employment, scholarship and fellowship opportunities, U.R.C.O. and other undergraduate research programs, as examples. Through the course and through face-to-face meetings with Dr. Kinhead (the instructor of record), students were encouraged to air their views and seek counsel in planning their course of study. The initiative was judged a success, the only drawback being that the 'catch' was poor as less than a third of the target group made it into the class.

HONR 2000 was revised and renamed (Scholar's Forum) during the summer '03 and we'll be reporting on the '03 experience next Fall.

The Director, David F. Lancy was granted sabbatical leave for '02-'03 and used a significant part of the leave to study Honors Programs, nationally. Lancy spent extended periods with Honors and First Year Experience(FYE) personnel at UC Davis, Arizona State, Clemson, and the Universities of South Carolina and Maryland. Many ideas gathered from these visits will be trialed at Utah State but Lancy's strongest conclusion was that USU's student population is so different from the norm elsewhere that home-grown solutions will be necessary.

During his absence, Prof Tom Peterson filled in as interim Director. There were 2 primary innovations during Peterson's term. A new .5 credit repeatable 'Enrichment' class, HONR 2200 was developed and approved to encourage students to take advantage of cultural and intellectual offerings on campus. Second, for the first time, scholarship awardees were pre-registered for Fall classes in April. This included the aforementioned HONR 2000 class as well as an Honors' breadth class, together constituting a 'taste of Honors.' While the pre-registration was not without problems, the 'catch' went up considerably, such that, approximately 85% of the target audience actually enrolled in HONR 2000 this Fall. Again the results of these efforts have been very positive and this will be reported on more fully next year.

IV. KEY ISSUES AND GOALS for 2003-2004

1. Redefine the role of the Assistant Director to more closely reflects the needs of the program and recruit a new person to replace Robyn Daines, who's retiring.

2. Redefine and reclassify Kay Gamble's position from Staff Assistant I to Staff Assistant II.

3. Create a new position for a Student Office Assistant

The Honors Program is growing dramatically, both in the size of the student body (through increased intake & retention) and in the programmatic offerings. This additional burden will fall primarily on Robyn's replacement. This position, to be titled 'Program Coordinator,'

will be relieved of the huge task of managing the Honors database. We have taken steps, and Banner will make a significant contribution, to reducing the magnitude of this task so that our Staff Assistant II can manage it, backed up by a student assistant.

4. Implement and refine HONR 2000, Scholar’s Forum (see above).

5. Implement HONR 2100 Inquiry. This is a newly developed and approved 1-credit class required of all 2nd semester Honors students. Its focus is ‘inquiry’ in the disciplines, hence there will be separate sections corresponding to Science, Humanities and so on. A second but equally important purpose is to assist students in planning a 4-year program of study that includes Honors and undergraduate research, creative endeavors and, possibly, leadership and service. Overall, the 2 primary goals are to retain students, or insure they return to USU post-mission AND to set their sights higher vis-a-vis what they expect to accomplish academically.

6. Implement HONR 2200 ‘Enrichment’ (see above).

7. Expand Honors Breadth & Depth offerings. As a result of the changes in recruiting and retention outlined here, we expect the honors population to grow by as much as 50%. We will, therefore, need to add more classes. Our first priority will be to add second semester USU breadth classes because we moved all our existing breadth classes to Fall semester to accommodate the demand for our ‘taste of Honors’ initiative. Second, we will be seeking to add several new Honors/USU Depth classes to meet demand and to diversify our curriculum.

8. Continue to refine and improve ENGL 2010H. Under the leadership of Prof. Brock Dethier, Honors has undertaken to develop a unique curriculum for ENGL 2010H (offered F & S). These changes, which are continuous, are designed to orient the class towards specific problems of writing in the major, especially as related to research proposals and conference presentations. Our work was highlighted, incidentally, at a national conference on ug research last Fall at UMD.

9. In response to our external review and at the invitation of the Vice Provost for UG Studies and Research, Honors has gotten much more deeply involved in policy-making with regard to recruiting and marketing, especially where high-ability students are concerned. Honors has developed a completely new marketing front including a new website for prospective students of exceptional promise. Further Honors has become the central strategy for retaining students of high ability through the initiatives outlined above. Initial results of these efforts are extremely promising but a fuller report will be given next year.

10. Honors continues to invest in our emerging Living Learning Community or Themed Housing initiative (e.g. Global Village). Former Honors student Shannon Jolley was selected by HFS to lead this effort. And we are moving closer to Honors dedicated housing. In particular, a partnership has been struck between Honors and HFS to relocate the Honors program to the new west residence Hall which will be at least partially reserved to house new Honors students. That this hall should eventually become the home of an “Honors College” is a distinct possibility.

11. New initiatives are anticipated with respect to Departmental Honors. First, Dr. Lancy has undertaken an outreach effort with Associate Deans to buttress the work of Departmental Honors Advisors. Second, outreach to targeted departments and colleges is anticipated aimed at developing more customized and unique programs.

V. APPENDICES

Appendix A.

2002-2003 Recipients of Honors Degrees and Titles of Honors Senior Projects

Colleges of Agriculture and Family Life

Lanford, Lorena The Herbal Supplement Market in the United States: A Look at St. John's Wort
Larsen, Amanda Portion Distortion Plays a Major Role in the American Obesity Epidemic
Von Niederhausern, Corinna Single Nucleotide Polymorphism (SNP) Analysis of Tumor Necrosis Factor (TNF)-a in Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (Pandas) Subjects
Whipple, Michelle Vitamin K as a Prophylaxis in the Infant

College of Business

Allen, Hal Tax Challenge Working Papers
Hillam, John Implementing an Accounting Information System in a Small Business
Smedley, Brian International Economic Convergence: Measuring Economic Growth and Income Inequality from 1975-1999
Williams, Jill The Efficient-Market Hypothesis During a Recession

College of Education

Larsen, Catherine Media Consumption and Male Body Image
Lucas, Lisa Predicting Social and Psychological Adjustment from the Importance and Restrictiveness of Religion in Late Adolescence
Phillips, Marcia Contextual Control of Taxonomic and Thematic Stimulus Relations

College of Engineering

Bingham, Scott Crushed Pipe Flow Meters
Brown, Benjamin Curriculum for Accreditation
Hall, Doug Utah State Aviation Program Accreditation

Hammond, Nathan Thermoacoustic Refrigerator
Love, John Wright Flyer Project
Manning, John Flight Ciriculum Accreditation
Orme, Kevin Field Testing of Abrasion Resistant Carbides
Phipps, Logan SkyWest Presentation
Rowe, Spencer Mock Up Cockpit of a Canada Air Regional Jet

College of Humanities, Arts & Social Sciences

Beazer, Brooke A Glimpse of Diversity
Bobo, Amy The Use of Songs in Music Therapy with Surgical Patients
Clark, Marchet Restoring the Past: The Knitting Mills of Logan, Utah Circa 1904
Fifield, Kathryn The USA Patriot Act: An Analysis of Student Reaction Toward Governmental Access to Library Records
Girard, Michael Lipica, Slovenia: An Essay Compiling a Master Plan for the Lipizzaner Stud Farm and Experiences from the 4th Year Design of the Landscape Architecture Department at the University of Ljubljana
Hansen, Jeri Social Stratification and Health in Dynastic Egypt
Rasmussen, Amy Using Popular Culture Media to Inspire Students to Become Lifelong Learners
Tanner, Leonora Electronic Editing: A Case Study at the Mountain Plains Regional Resource Center
Wegener, Sarah "With a Joint View to the Entertainment and Information of Mankind:" College of Natural Resources
Kartchner, Summer Recreational Use of Montane Streams of the Puerto Rico Rainforest
Lester, Olivia The Invasion of the Exotic Cladoceran Daphnia lumholtzi To Willard Bay Utah: Alterations of the Pelagic Food Web

College of Science

Leek, Jeffrey Predicting Mountain Pine Beetle Development with the Extended Von-Foerster Model
Mumford, Sunni Dementia-Free Survival Analysis: Findings from the Cache County Study on Memory in Aging
Rivas, Wyatt Autoantibodies to Select Brain Regions in Autism

Appendix B. 2002-2003 Honors Courses

With Honors sponsorship, 14 courses were offered. These were as follows:
ENGL CL 2010H Intermediate Writing, taught by Christine Hult Fall and Spring
MATH QL 1220H Calculus II, taught by Jim Powell Fall Semester
MATH QI 2210H, Multivariate Calculus, taught by Jim Powell Spring Semester
MATH QI 2250H, Linear Algebra and Differential Equations, taught by Lance Littlejohn Fall Semester
STAT QL 1040H, Intro to Statistics, taught by Adele Cutler Fall Semester
HONR BAI 1300 U.S. Institutions, developed and taught by Denise Conover Spring Semester
HONR BHU 1320 Civilization/Humanities, taught by Sue Shapiro Fall Semester
HONR BCA 1330 Civilization/Creative Arts (The Creative Arts), taught by Tom Peterson Spring Semester
HONR BSS 1340 Social Systems and Issues taught by Mark Brunson Spring Semester
HONR BSC 1350 Integrated Life Science taught by Todd Crawl Fall Semester
HONR BPS 1360 Integrated Physical Science taught by Jim Evans Spring Semester
HONR DSC 3010 Life/Physical Science taught by David Liddell Spring Semester
HONR DHU 3020 Humanities/Arts (The Making of the Modern World: Politics, Art, and Thought 1500-1800), developed and taught by Chuck Johnson and Richard Sherlock Fall Semester
HONR DSS 3030 Social Science (Propaganda, Persuasion, and Censorship), developed and taught by Mike Sweeney Spring Semester

Enrollment Statistics

Fall Semester 2002	Enrollment	Spring Semester 2003	Enrollment
HONR 1320	44	HONR 1300	25
HONR 1330	45	HONR 1340	34
HONR 1350	45	HONR 3010	12
HONR 3020	21	HONR 3030	21
ENGL 2010	17	ENGL 2010	19
MATH 1220	29	MATH 2210	25
MATH 2250	15	STAT 1040	18

Appendix C. Faculty Involvement in Honors

Faculty Teaching Honors Courses, Working with Students on a Contract Basis and Serving as Thesis/Project Advisor

Brett Adams
Stan Allen
Scott Allgood
Janet Anderson
Ken Bartkus
Robert Brown
Cassy Budd
David Bush
Kelli Cargile Cook
Tom Chang
Daniel Coster
Drew Dahl
Dawn Detienne
Melanie Domenech-Rodriguez
Scott Ensign
Ted Evans
David Farrelly
Hilda Fronske
Evelyn Funda
Patricia Gantt
Kevin Garrity
Vance Grange
Gary Green
Tressa Haderlie
David Hailey
Karen Hanna
Edward Heath
Chuck Johnson
Amal Kwar
David Lancy
Steve Lehman
Chris Lewis
Sonia Manuel-Dupont
Brian McCuskey
Dan McInerney
John McLaughlin
Joe Mendelson
Kristine Miller
Jon Moris
Peter Murphy
Nancy O'Rourke
Grayson Osborne
Kathy Piercy
Pallavi Rastogi
Kent Robson
Len Rosenband
Nitesh Saha
Noreen Schvaneveldt
Susan Shapiro
Richard Sherlock
Anne Shifrer
Ron Shook
Jennifer Sinor
John Stark
Roberta Stearman
Kim Sullivan
Phillip Swensen
Michael Timmons
Felix Tweraser
Tamara Vitale
David Widauf
Carl Wood
Fuencisla Zomeno

2002-2003 Honors Advisory Board

Janet Anderson, Agriculture
Robyn Daines, Asst. Director
Jim Evans, Science
Tamara Ferguson, Education
Joyce Kinhead, Provost's Office
Tom Peterson, Acting Director Michael Nicholls, HASS
Gene Schupp, Natural Resources
Cliff Skousen, Business
Mike Sweeney, HASS
Wynn Walker, Engineering
2002-2003 Department Honors Advisors
Stan Allen Bioveterinary Science
Janet Anderson Nutrition/Dietetics
Mark Baugh Welding Engineering Technology
Jim Bay Civil & Environmental Engineering
Paul Box Geography & Earth Resources
Eadric Bressel HPER
Mark Brunson Environmental Studies
Penny Byrne Journalism & Communication
Deborah Byrnes Elementary Education
Paul Crumbley American Studies
Scott DeBerard Psychology
Kevin Doyle Theatre Arts
Todd Fallis Music
Barbara Fiechtl Special Education & Rehabilitation
Steve Hsiung Computer/Electronics Technology
Dwight Israelsen College of Business
Peter Kolesar Geology
David Lancy Anthropology
Mary Leavitt Liberal Arts & Sciences
Jennifer MacAdam Plants, Soils & Biometeorology
Gary Madsen Sociology
Sonia Manuel-Dupont Communicative Disorders & Deaf Education
Lyle McNeal Animal & Dairy Science
Kristine Miller English
Richard Mueller Biology
Reed Nielsen Welding Engineering Technology
Ning Fang Mechanical Engineering
Kim Openshaw Family & Human Development
David Peak Physics
Tom Peterson Interior Design
Jim Powell Mathematics & Statistics
Steve Scheiner Chemistry & Biochemistry
Gene Schupp Rangeland Resources
Noreen Schvaneveldt Nutrition/Dietetics
Susan Shapiro History
Gordon Steinhoff Philosophy
Michael Timmons LAEP
Felix Tweraser Languages
Helga Van Miegroet Forest Resources
Marie Walsh Food Science
Veronica Ward Political Science
Paul Wheeler Electrical & Computer Engineering
David Widauf Flight Technology

Ruth Struyk – Assistant Professor; Secondary Education (Chair of Faculty Evaluation Committee)

Mary Heers – Temporary Instructor, Theatre Department

Kathy Piercy – Associate Professor, FCHD (Selective Investment Committee member; this committee's task has been completed)

Kim McMahon – Clinical Instructor, NFS

Joyce Kinhead – Vice Provost for Undergraduate Studies and Research

Karen Woods – Graduate Instructor, English

Robin Parent – Lecturer, English

Heather Robison – Graduate Instructor, English