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FACULTY SENATE AGENDA

October 7, 2019

3:00 – 4:30 p.m.

Merrill Cazier Library Room -154

Agenda

- 3:00 Call to Order** Patrick Belmont
Approval of Minutes – [September 9, 2019](#)
- 3:05 University Business** Noelle Cockett, President | Frank Galey, Provost
- 3:20 Information**
[Human Resource Policy Changes](#) Doug Bullock
[321 Respectful Workplace-Employee Rights](#) Doug Bullock
[EPC Monthly Report](#) – September 5, 2019 Frank Galey
- 3:40 Reports**
[Education Policies Committee Annual Report](#) Frank Galey
[Honors Program Annual Report](#) Kristine Miller
- 3:55 Old Business** Patrick Belmont
[403.3.1 Standards of Conduct-Faculty Responsibilities to Students \(2nd reading\)](#) David Farrelly
[403.3.2 Standards of Conduct-Professional Obligations \(2nd reading\)](#) David Farrelly
- 4:15 Adjourn**



FACULTY SENATE MINUTES

September 9, 2019

3:00 – 4:30 pm

Merrill-Cazier Library, Room 154

3:00 Call to Order - Patrick Belmont

[Approval of Minutes](#) – April 29, 2019

Minutes approved as distributed.

3:05 University Business - Noelle Cockett, President | Frank Galey, Provost

Provost Galey – A taskforce was put in place that looked at programs related to women and gender studies. This taskforce led by Christy Glass and Susan Grayzel. As a result of their input and others on campus, the decision was made to redirect that program into two different directions. First is to move student activities to the Inclusion Center, and second all other operations needed to be moved into an academic unit, which will be the College of Humanities and Social Sciences. Christy Glass will be the interim director. Center of Intersectional Gender Studies and Research. This center is part of a larger program that the President announced last week which is a one and a half year celebration for the Year of the Woman. Goal for that time period is to honor those women past, present and future who have had an impact on USU. Rolling out an assessment program due to last year's accreditation problems with general education. Will begin using an electronic system that relates to the rubric for the designations to help with this problem.

President Cockett – Year of the Woman – colors are purple gold and white. Those were the colors of the suffrage movement. Purple ethics and integrity, yellow brightness, white for purity. Enrollment numbers may disappoint because we are down 200 across the campus. Down 300 in FTE. This is not a bad thing. These enrollment numbers show a positive trend in completion. USU raised graduation rate by 8% from what happened in Spring 2018 to Spring 2019. That means more students are completing their degree and leaving USU. Freshman enrollment is up 2% but that is not offsetting the decrease. It appears that we will be plateauing in the next little while. Will see an increase of students that graduate in 4 and 6 years. USHE is already working on FY21 budget that doesn't go into effect until July 1, 2020. Last year legislators really pushed giving money on performance and completion is one of the key performance indicators. We received 100% of \$\$ because of our improvements in completion last year. We only needed 1% to get all the money. Two universities didn't meet performance measurements but are being rewarded for more students. USHE guaranteed that performance will not take out completion. We are not getting counted for the Veterinary graduates since they finish the 3-4 year at Washington State. Graduate students are increasing over last year. That is one group that is increasing. We are down 8.5M tuition by doing the plateau. The plateau tuition schedule allows students to get 'free credits' if they move from 12 to 15 credits in a semester.

3:20 Information

Welcome 2019-2020 Faculty Senators - Patrick Belmont

President Belmont thanked the faculty members for being willing to serve on the Faculty Senate. USU's administration is committed to shared governance and listening to the faculty. This academic year the senate will receive a large number of reports which are very important and informative. The senate considers faculty interest and faculty welfare in the meetings. Senate also spends a significant amount of time on faculty code. David Farrelly will chair the PRPC

committee and will work on code changes this academic year. There are still two vacancies on the PRPC committee if anyone is willing to invest some time and serve please contact David. Another important part of the senate is communicating with all other faculty members.

College Level Faculty Forums - Patrick Belmont

The university faculty forum and has waned in the last couple of years and it is felt that it has become less effective. One suggestion that was given was to have college level faculty forums before the university one. College of Education is the only college not currently scheduled. By code, no minutes are taken at the faculty forum. Some things that have come out of the Faculty Forum is the Koch taskforce the greenhouse gas emissions resolution. There are minor code changes that may not seem like a big grandiose thing but they allow issues and concerns to be discussed. No administrators or press are allowed at these meetings. The most important outcome is that faculty is being heard and they know that people are working on their behalf. This year's university forum is scheduled for November 11.

Human Resource Policy Changes - Doug Bullock

Doug Bullock was unable to attend so this item will be moved to the October 7 Faculty Senate meeting.

3:45 Reports

Empowering Teaching Excellence - Neal Legler | Travis Thurston

ETE Conference was held on August 14 and had approximately 400 attendees with 71 faculty/staff presenters. At the Foundations of USU Teaching there were 49 attendees. ETE 10 program awarded 1155 badges. 364 faculty members have earned badges with 36 culminating certificates earned. They are also publishing the Journal on Empowering Teaching Excellence and just put out the fifth issue, currently working on the sixth. Offering workshops on a mostly weekly basis. ETE faculty committee rotates each year and there are subcommittees that require other staff across the state.

Motion to approve the Empowering Teaching Excellence annual report made by Becky Blais. Seconded by Boyd Edwards. Report approved.

3:55 Old Business - Patrick Belmont

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

Will be working with PRPC to bring the code changes forward.

3:45 Adjourn

ITEM FOR ACTION

RE: Updates to University Policy 384: Wage and Salary Administration

SUMMARY OF KEY CHANGES

- **Clarify Types and Timing of Salary Adjustments-** Added clarifying language regarding various adjustments (i.e. general, merit, equity, promotion and tenure (for faculty), promotional, skill-based, re-classification, and demotion) and the basis on which each may be granted.
- **Clarify Red Circle Adjustments-** Added clarifying language regarding employees whose salary is above the maximum of their assigned grade (known as “red-circle rate”) that they may still receive the annual general adjustment funded by Legislature.
- **Clarify Approval for “unusually meritorious”-** Now specifies that the respective Dean or Vice President, in consultation with Human Resources, determine whether “unusually meritorious” circumstances exist to approve salary increases for employees already, or who would become, red-circled due to an increase.
- **Increase Discretion for Starting Offers-** Increases the limit for department authority to offer a starting salary from “above the first quartile” to “above the midpoint” of the salary grade. “Above midpoint” offers require consultation with Human Resources.
- **Clarify Communication of Salary Grades-** Specifies that Human Resources provide new salary grade information to Staff Employees Association and the Executive Committee.
- **Add Definitions-** Adds a “Definitions” section to define common terms used in the policy.



University Policy 384: Wage and Salary Administration

Category: 300 Human Resources

Sub Category: Compensation

Covered Individuals: Benefited Employees

Responsible Executive: Vice President for Business and Finance

Policy Custodian: Office of Human Resources, Executive Director of Human Resources

Last Revised: January 24, 1997

Previous USU Policy Number: Not applicable

384.1 PURPOSE AND SCOPE

The Utah State University employee compensation program works toward a level of compensation that is externally competitive and internally equitable for all employees. The compensation program recognizes the role of programming priorities, tempered with the economic realities of compensation. The compensation program is implemented in compliance with all legal and regulatory objectives.

384.2 POLICY

2.1 New Fiscal Year Salary Adjustments

- 2.1.1 As part of the University's annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Business and Finance.
- 2.1.2 Following issuance of the annual salary allocation guidelines, Department Heads or Directors may recommend salary adjustments to the respective Dean or Vice President. If such adjustments exceed the percentage increase specified in the annual salary allocation guidelines, the Dean or Vice President shall consult with the Office of Human Resources prior to approving said salary adjustments. Affected employees are to be notified of salary adjustments only after approvals have occurred.
- 2.1.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.
- 2.1.4 Subject to funding, salary adjustments will be made using one of the following:
 - a. General adjustment for employees meeting expectations (includes faculty)

This type of adjustment is based on legislative appropriations and University funds.
 - b. Merit adjustment (includes faculty)

An employee may be given a merit adjustment based on job performance.
 - c. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.
 - d. **Promotion and tenure (faculty only)**

The process for faculty promotions and tenure is found in USU Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.2 Salary adjustments outside of new fiscal year adjustments

2.2.1 Subject to funding, salary adjustments outside of new fiscal year adjustments may be made using one of the following:

a. Merit adjustment (excludes faculty)

An employee may be given a merit adjustment based on job performance.

b. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

c. Promotional adjustment (includes faculty)

An employee may receive a promotional adjustment based on an assignment to a higher salary grade for staff, an advancement in faculty rank for faculty, or accepting an administrative assignment for faculty.

The amount of the promotional adjustment should take into consideration the following:

- the promoted employee's current rate in relation to the new salary grade,
- the employee's qualifications to perform the new job,
- the rate of pay and performance level of other employees occupying the same job classification, and
- the established amount for rank advancement (for faculty).

The promoted employee's new salary should be at least the minimum of the new salary grade.

d. Skill-based program pay adjustment (excludes faculty)

When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments.

e. Job reclassification adjustment (excludes faculty)

When an employee's position is reclassified to an equal or lower salary grade, salary adjustments may be made based on equity in consultation with Human Resources. If a reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least the minimum of the new salary grade.

f. Demotion adjustment (excludes faculty)

Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department Heads or Supervisors must consult the Office of Human Resources regarding plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

An employee may be given a base salary decrease if he/she is demoted. If the employee's rate is above the maximum rate of the lower job, the decrease should be at least equal to the salary

grade maximum of the lower classification. Further decreases should be based on an assessment of the demoted employee's qualifications compared to the pay and performance of other employees in the same job classification.

- 2.2.2 All types of proposed salary adjustments as provided in section 2.2.1 for employees at a “red-circle” rate, or that would create a “red-circle” rate, will only be allowed in unusually meritorious cases as approved by the Dean or Vice President in consultation with Human Resources.

2.2 Salary program information (excludes faculty)

Staff salary grades and ranges are established to provide competitive compensation information to administrators who make salary decisions. The Office of Human Resources participates in periodic salary surveys. Salary grade and range assignments and adjustments will be based on the objective analysis of salary survey data, internal equity, the relevant labor market, job evaluation, and the economic reality of University funding.

2.4 Starting salaries (excludes faculty)

New staff employees are typically hired at a salary within the first quartile of the appropriate salary grade. Departments may set starting salaries up to and including the midpoint of the salary grade without prior approval. For starting salaries above the midpoint of the salary grade, departments must obtain prior approval from the Office of Human Resources. Criteria for higher starting salaries may include significant experience above minimum qualifications, exceptional skills, and extreme market conditions.

384.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

Responsible to assign job duties to positions. When changes in duties are significant enough to consider reclassification, departments should contact the Office of Human Resources to initiate the process.

3.2 Office of Human Resources

Participates in periodic salary surveys and analyzes current labor market salaries to determine appropriate salary grades. Provides consultation and advice regarding compensation administration and appropriate job classification. Determines the classification of each non-faculty job by performing job evaluations and assigning job titles and salary grades. Works with departmental administrators to ensure the proper classification of each position. Conducts periodic job classification audits. Provides new salary grade information to the Staff Employee Association (SEA) and the Executive Committee.

385.4 REFERENCES

- None

385.5 RELATED USU POLICIES

- Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention (add link)

385.6 DEFINITIONS

- 6.1** Demotion
A reassignment of an employee to a job title with a lower salary grade. Demotions may be voluntary or involuntary.
- 6.2** Promotion
For staff employees, an assignment of an employee to a job with a higher salary grade. For faculty, an advancement in rank or accepting an administrative assignment.
- 6.3** Transfer
A reassignment of an employee to a job title with the same salary grade.
- 6.4** Reclassification
The assignment of a new job title to an existing position, either filled or vacant. Human Resources/Compensation bases this change on an evaluation of the role, responsibilities, and minimum qualifications of the position.
- 6.5** Red-Circle Rate
A rate of pay which exceeds the maximum rate for the assigned salary grade.
- 6.6** Salary Grade
A letter assigned to a particular salary range which has a defined minimum and maximum rate of pay and is divided into quartiles.
-

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- None

Guidance

- None

Related Forms and Tools

- None

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: N/A

<https://www.usu.edu/policies/384/>

Next scheduled review date: YYYY/MM/DD

Previous revision dates:



POLICY MANUAL

EMPLOYMENT

Number 387

Subject: Benefited Employment

Covered Employees: Benefited Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision: -2019

387.1 PURPOSE

To outline the University's policy for employing benefited employees.

387.2 DEFINITIONS

Exempt Employee:

An employee who, based on salary and duties performed, is exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA). (Note: Faculty, under FLSA, are considered exempt employees.)

Fair Labor Standards Act (FLSA):

Federal law establishing overtime pay, minimum wage and child labor requirements affecting full-time and part-time employees.

Non-Exempt Employee:

An employee who, based on salary and duties performed, is not exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA) and must be compensated at a rate of one and one-half times the employee's regular pay rate for hours worked over 40 in a workweek.

Underutilized:

When women and/or minorities are not being employed at an expected rate given their availability in the relevant labor pool.

387.3 POLICY

The Office of Human Resources is the official University entity for benefited staff employment. This policy covers benefited exempt (including faculty) and non-exempt employees. Faculty have additional requirements under Faculty Code (see policies 401-407 for more information).

The Office of Human Resources works with the Office of Affirmative Action/Equal Opportunity (AA/EO) to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University's commitment to affirmative action and equal opportunity, refer to Policy 303: Affirmative Action/Equal Opportunity.

All search committees chairs must receive and review information from the AA/EO office prior to commencing a search for positions that are underutilized by women and/or minorities. Additionally, all advertisements must include the University's Notice of Non-discrimination.

Utah State University is committed to hiring only United States citizens or non-citizens lawfully authorized to work in the United States.

All newly hired benefited employees will be subject to a criminal background check (see Policy 386: Background Checks for more information). All offers of benefited employment should be contingent upon successful completion of a criminal background check.

Costs (such as advertising, employment agency fees, interview and recruitment travel, long-distance telephone charges, etc.) are the responsibility of the hiring department and must be authorized in advance by the department head/director.

More than one person may be hired from one job requisition if the title and minimum qualifications are the same, the job responsibilities are similar, and funding is available. Each position must have its own unique University position number.

The committee chair is responsible for notifying all applicants about the status of the position in a timely manner. This includes communicating with applicants, ensuring applicant statuses are updated in the applicant tracking system (ATS), and closing the job requisition in the ATS.

Documents and notes concerning applicants that are not captured in the applicant tracking system must be retained in either paper or electronic form by the hiring department for three years after the job requisition closes.

Department personnel may make an offer to another member of the applicant pool if it is within 3 months of the job requisition close date.

A former employee of Utah State University may be rehired into his/her former position without a competitive hiring process if:

- A. the rehire occurs within 12 months of termination;
- B. the former employee's position was not filled in the interim; and
- C. the employee does not receive more than a 5% increase from their previous salary in that position. Salary increases may not exceed the limits of the assigned salary grade. For additional information refer to Policy 384: Wage and Salary Administration.

387.4 EXEMPT POSITIONS

Positions that are classified as exempt are required to be advertised for a minimum of 14 calendar days on the University's employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.

All exempt positions are required to be advertised nationally through the Office of Human Resources in order to attract a broad and diverse applicant pool and meet government immigration requirements for employees seeking permanent residency.

387.5 NON-EXEMPT POSITIONS

Positions that are classified as non-exempt are required to be advertised for a minimum of 7 calendar days on the University's employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.

A competitive search is not required when a position is changed from non-benefited hourly to a benefited position within a department and:

- A. the position for which the hourly employee was originally hired was filled through a competitive process (either through the Office of Human Resources or Career Services); and the employee has been employed in the hourly position for at least six months;
- B. the job responsibilities have not substantially changed, the employee meets the minimum requirements of the benefited position, and the employee does not receive more than a 5% pay increase; and
- C. there is an available university position number or an approved new position request.

387.6 RELATED POLICIES

- Policy 386: Background Checks
- Policy 388: Retention, Disposition, Access, and Confidentiality of Applicant Information
- Policy 392: Employment of Relatives
- Policy 395: Introductory Period of Employment
- Policy 398: Reduction-in-force
- Policy 399: Termination of Exempt and Non-Exempt Staff



POLICY MANUAL

EMPLOYMENT

Number 394

Subject: ~~Faculty and Professional Staff Employment~~

Covered Employees: ~~Faculty and Professional Employees~~

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

Effective Date of Last Revision: ~~January 30, 2004~~

394.1 POLICY

~~Utah State University strives to employ highly qualified, competent faculty and professional staff employees while promoting equal opportunity and diversity.~~

~~Utah State University prohibits discrimination in employment based on race, color, religion, sex, national origin, age, disability, veteran's status, or sexual orientation.~~

~~Utah State University is committed to hiring only United States citizens or aliens lawfully authorized to work in the United States.~~

~~Any questions regarding the hiring of faculty and professional staff should be directed to the Office of Human Resources (OHR) or the Affirmative Action/Equal Opportunity (AA/EO) Office.~~

~~For additional issues related to hiring of faculty, see policy 404.~~

394.2 PROCEDURES

2.1 Permission to Open Positions

~~A. When a department head/director determines a need to fill an open faculty or professional (exempt) position, a **Request to Fill Open Position** form must be completed.~~

*NOTE: If this is a new position, a **New Position Request** must also be completed and sent through appropriate channels for HR and budget purposes.*

If the **Request to Fill Open Position** form is approved by the dean/vp, it is submitted to the AA/EO Office.

B. ~~Request for a specific type of search should be based on departmental needs and Affirmative Action (AA) requirements. Departments are encouraged to contact OHR or the AA/EO Office to discuss the choices and requirements prior to completing the form. Information about meeting affirmative action requirements can be obtained through the dean/vp office, the HR Partners, or the AA/EO Office. The types of searches to consider include:~~

- ~~6.2—waive normal search requirements in accordance with USU Policy Number 385 (Appointments of Opportunity);~~
- ~~6.3—promote from within the department when there is only one employee who is clearly qualified **and** there are no affirmative action goals for the specific job group or the action will meet the affirmative action goal;~~
- ~~6.4—search within the department when there are multiple qualified employees **and** there are no affirmative action goals for the specific job group or the action will meet the affirmative action goal;~~
- ~~6.5—search within the entire University community when it is felt there are sufficient qualified University employees to compete for the open position;~~
- ~~6.6—search based on the external search process.~~

NOTE: In accordance with USU Policy Number 398 (Reduction in Force [RIF]), HR maintains a list of individuals terminated because of a RIF. These persons have a “right to first interview” if they meet the requirements of a specific position and that position is equal to or less than the position they previously held. HR will contact the department to discuss this process when there are qualified individuals under Policy 398 for a specific position.

C. ~~After comment by AA/EO, the **Request to Fill Open Position** form will go to the Provost’s Office (for all positions relating to academic departments and Extension) or Vice President for Business and Finance (for all positions relating to non-academic departments) for final approval. The form will be sent to OHR to:~~

- ~~1. —Notify the department that the request has been approved.~~
- ~~2. —Determine if an in-house job description exists for the position. If a job description does not exist, OHR will work with the department to develop an~~

~~appropriate job description listing essential functions of the job.~~

~~If an open or University/Department wide search is not required (B1 and B2 above), the candidate selected must have the minimum qualifications required for the position. Upon approval of the **Request to Fill Open Position** form, the procedure may advance to “2.6 Appointment Procedures.”~~

- ~~D. If a search is required to fill the position, the department head or director will appoint a search committee. This committee will be appointed in consultation with and approval of the dean or vice president. The Dean/VP is responsible for promoting ethnic and gender diversity on search committees. One person will be designated as chair for the committee.~~

2.2 Advertising the Position

- ~~A. After the appointment of the search committee and **before advertising is placed (i.e., Exempt Positions Advertising Request approved)**, the following **MUST** be accomplished:~~

- ~~1. An OHR representative will meet with the chair of the search committee and/or an individual designated to provide administrative support to the search. This hiring orientation includes instructions on the advertising and hiring process. During the session, the OHR representative will:~~

~~306.9.1 review the job description for a listing of essential functions of the job;~~

~~306.9.2 present an orientation of the hiring process and respond to questions which might arise; and~~

~~306.9.3 provide a hiring packet containing hiring process information which includes (but is not limited to):~~

- ~~(1) a copy of “Procedures for the Employment of Faculty and Professional Staff;”~~
- ~~(2) an **Exempt Positions Advertising Request** form;~~
- ~~(3) **Applicants AA Information** cards (“green card”);~~
- ~~(4) an **Applicants Selection/Nonselection** form;~~
- ~~(5) a **Finalists Selection/Nonselection** form; and~~
- ~~(6) other forms and information as required.~~

- ~~2. A representative from the AA/EO Office must meet with the search committee **prior to submission of the Exempt Positions Advertising Request form**. This meeting will include, as a minimum:~~

- ~~a. discussion of the unit’s affirmative action status; assistance in~~

~~developing proactive procedures to increase the diversity of the applicant pool (specifically women and minorities when there is underutilization) to reach unit goals;~~

- ~~b. discussion of AA requirements relating to veterans and persons with disabilities;~~
- ~~c. discussion of Equal Opportunity (EO) requirements and recommendations on conducting non-discriminatory searches; and~~
- ~~d. reviewing the Advertising Request form and position announcement as it relates to AA and EO issues and providing recommendations to the committee to assist them in finalizing these documents.~~

~~306 After the above meetings are completed, the chair of the search committee completes the **Exempt Positions Advertising Request** form, finalizes the position announcement and forwards the form with supporting documentation (the position announcement as a minimum) through the department head/director and dean/vp for their approval and then to the AA/EO Office for final review. The AA/EO Office will forward the completed form to OHR.~~

~~The OHR is available to assist the search committee with the development and placement of advertisements. The following guidelines are recommended:~~

- ~~3. The position be advertised for a minimum of 30 calendar days from the date it first appears in the source with the widest circulation (i.e., for national advertising, *The Chronicle of Higher Education* or other national level publications). If unforeseen circumstances warrant a shorter search, a memo explaining the circumstances and requesting such should be included with the **Request to Fill Open Position** form.~~
- ~~4. In order to seek a broad and diverse applicant pool, all faculty and professional positions will be advertised nationally.~~
- ~~5. A standardized advertising format, provided by the University, will be utilized wherever possible.~~

2.3 Search for and Review of Applicants

~~307 After an application is received, a letter of acknowledgment and the **Applicant AA-Information Card** (with the name, job number and job title completed on the card), is sent to each applicant.~~

~~308 The committee screens each application according to the advertised criteria which is found on the full position announcement. This full position announcement is found,~~

at a minimum, on the HR employment opportunities web site and should be referenced in all advertisements.

309 After the closing/review date specified in the advertisements, a list of finalists is developed. The names of all applicants are entered on the **Applicants Selection/Nonselection** form. Finalists are identified by entering “finalist” on the form. Those finalists to be interviewed on campus are identified by checking the “interview” column on the form. Reasons for nonselection, **based on the advertised qualifications**, are listed beside the names of those applicants not selected for further consideration.

AA/EO guidance suggests that at least three qualified candidates are identified as finalists to be interviewed. If the search fails to produce three qualified finalists, a memorandum must be forwarded with the **Applicants Selection/Nonselection** form (through the AA/EO Office to the Provost’s Office) which details reasons why approval is sought to interview fewer than three finalists and outlining, at a minimum, the following:

1. Efforts to obtain a broad and diverse applicant pool (i.e., advertising, networking, etc.).
2. If applicant pool is small, provide rationale for this.

The forms and a copy of the curriculum vitae/resume of all finalists to be interviewed are given to the department head/director with the **Applicants Selection/Nonselection** form. A summary of the committee’s recommendations may also be included.

The department head or director reviews the information and, if he/she approves, signs the form and forwards the information to the dean or vice president.

The dean or vice president reviews the information and if he/she approves, signs the form, and forwards it, along with attached materials, to OHR.

NOTE: The signatures by the department head/director and dean/vice president indicates that: (1) they agree with the selections put forward by the search committee; (2) they agree that good faith efforts have been made to attract a diverse applicant pool when there is underutilization of women and/or minorities in the specific job group represented by the position; and (3) they agree that equal opportunity laws and regulations have been followed.

The OHR forwards the form to the AA/EO Office to check for compliance with AA/EO guidelines. The AA/EO Office resolves any concerns and then forwards

the packet to the President or Provost's Office with a recommendation to approve or not approve.

*NOTE: Interviews are not to be scheduled with finalists until the President/Provost's Office has approved the **Applicants-Selection/Nonselection** form.*

If the committee (or department head/director or dean/VP) decides at a later date that persons indicated as finalists but not interviewed now need to be interviewed, they may do so by forwarding a copy of the curriculum vitae/resume of the person(s) to be interviewed to OHR. OHR will then send the **Applicants-Selection/Nonselection** form through the AA/EO Office to the Provost's Office for approval. If the person to be interviewed is a new applicant, a new **Applicants-Selection/Nonselection** form must be marked as an "Addendum" and processed as outlined above.

2.4 Arranging and Conducting Interviews

The President or Provost's Office reviews the Applicants Selection/Nonselection Form and associated materials, resolves concerns, authorizes interviews, and returns the packet to the Office of Human Resources.

Those applicants not selected as finalists should be notified in writing at this time. Interviews are scheduled, conducted, and the top finalists are determined.

2.5 Making an Employment Offer

Following approval of the department head and the dean/vice president, an offer may be extended to the selected candidate. (If the selected candidate declines the offer, an offer may be made to any of the other finalists.) The Finalist Selection/Nonselection Form is then completed, listing all finalists and giving specific reasons for those not offered the position. The candidate must be informed in writing that the offer is subject to approval by central administration. Certain administrative positions as defined by the Board of Trustees will be subject to their approval.

The form is then forwarded to the AA/EO Office and the President or Provost's Office for review. After review, the form is returned to the OHR.

2.6 Appointment Procedures

When the candidate accepts the preliminary offer, the **Employment Action Form** is prepared and forwarded to the dean or vice president. After the dean or vice president signs the form, it is forwarded to the Provost or Vice President for

~~Business and Finance and then to the OHR. A copy is provided by OHR to the AA/EO Office.~~

~~For certain administrative positions, the President recommends the appointment to the Board of Trustees, who approve or disapprove the appointment.~~

~~After final approval, official notice of appointment is sent to the selected candidate by the President.~~

~~When the **Employment Action Form** has all required signatures, the hiring department will communicate to the candidate that his/her appointment has been approved.~~

~~Unsuccessful finalists must be notified by the search committee that the position has been filled.~~

~~2.7 Verifying Employment Eligibility (Completing an I-9 Form)~~

~~(1) All persons hired to work in the United States after November 6, 1986, must submit document(s) proving their identity and their eligibility to work in the U.S., as required by the Immigration Reform and Control Act of 1986. Any time after an offer of employment has been accepted, but before the end of the third day of employment, newly hired employees must complete a U. S. Department of Justice Form I-9 "Employment Eligibility Verification. This form is available through OHR.~~

~~(2) If the form is not completed by the third working day, the new employee will be paid for time spent on the job before being notified of noncompliance by the Office of Human Resources or the Student Employment Office and placed on leave without pay status until the I-9 is filled out. Leave without pay will be for an indefinite period of time during which the prospective employee may not work. The hiring department will take full responsibility for an I-9 application that has been accepted, but completed incorrectly and is responsible for paying any fines levied by the U.S. Immigration and Naturalization Service.~~

~~(3) If an alien employee is hired, but at a later time fails to maintain employment authorization (does not receive an extension of his/her visa within specified time limits), the employee will be placed on leave without pay status. For example, a J visa must be extended before the expiration date listed on the IAP-66 Form. An H visa will be adjudicated within 60 days of receipt of application by the U.S. Immigration and Naturalization Service, or interim employment authorization will be granted for up to 120 days.~~

394.3 RESPONSIBILITY

3.1 Department Heads, Directors, Deans and Vice Presidents

~~Responsible for ensuring the hiring procedures are followed according to this policy and for coordinating all hiring procedures through OHR and AA/EO offices.~~

~~3.2 Office of Human Resources and Affirmative Action/Equal Opportunity Office~~

~~Responsible for ensuring that sound and equitable hiring practices are followed and providing administrative, equal opportunity, and affirmative action guidance during the search for a qualified candidate.~~

ITEM FOR ACTION

RE: Removal of University Policy 394: Faculty and Professional Staff Employment

SUMMARY OF CHANGES

- **Combine and Delete Policy-** Combined Policies 394 and 387 into one policy titled “Benefited Employment.” Going forward Policy 387 will contain all the current benefited employee information, including both the exempt and non-exempt classifications. Proposing that Policy 394 be removed from the policy library.



University Policy 397: Non-Benefited and Student Employment

Category: Personnel

Sub Category: Employment

Responsible Executive: Vice President for Business and Finance

Policy Custodian: Human Resources, Executive Director

Last Revised: _____ 2019

397.1 PURPOSE AND SCOPE

To define employment parameters for non-benefited employees and to clarify that the Office of Human Resources is the official employment entity for all non-benefited, non-student job postings. Career Services is the official employment entity for job postings specifically designated for student employment.

397.2 DEFINITIONS

2.1 Hourly Employee

Hourly employees are paid an hourly rate for actual hours worked. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers' compensation insurance. Hourly employees are considered "at-will" under Policy 390: Employment-At-Will and are not eligible to participate in the employee grievance process. Hourly service does not accrue as seniority credit for benefits if an hourly employee is later hired into a benefit-eligible position.

2.2 Student Employee

Student employees are paid an hourly rate for actual hours worked; with the exception of assistantships, which are limited to graduate students. Students are supervised in their work and must record their hours and submit them for approval. Students cannot volunteer for positions that are normally paid positions. These employees are not benefit-eligible; FICA taxes do not apply to service performed by students employed by Utah State University where the student is currently pursuing a course of study. Service does not accrue as seniority credit for benefits if a student employee is later hired into a benefit-eligible position.

2.3 Teaching Non-Benefited

Teaching non-benefited employees are paid to teach a minimum of one course per semester and are not covered under faculty code. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers' compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if a teaching non-benefited employee is later hired into a benefit-eligible position. These employees are hired at the discretion of the hiring department.

2.4 Set Amount Employee

Set amount employees are paid on a set amount (lump sum) pay basis rather than a rate for actual hours worked. For the purposes of the Affordable Care Act (ACA), these employees are required to record actual hours worked. If an employee meets the definition of full-time under the ACA, the employee must then be offered health insurance. Paying an employee a set amount does not exempt the University from minimum wage or overtime requirements. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers' compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if the employee is later hired into a benefit-eligible position.

2.5 Minor

An individual under the age of 18.

397.3 POLICY

3.1 Employment Eligibility

Utah State University is committed to hiring only United States citizens or non-citizens lawfully authorized to work in the United States. International students on F-1 or J-1 visas are subject to both Utah State University employment policies and United States of America visa requirements that limit employment. In the event of a conflict, the more restrictive limitation will apply.

With the exception of Extension, 4-H, and Youth Programs, individuals must be 16 years of age or older to be employed by the University. If it is determined that there is a need to hire a minor under the age of 16, outside of the aforementioned listed entities, please contact Human Resources. For information regarding the protection of minors, please see Policy 534: Protection of Minors.

3.1.1 Student Work Hours

In fostering the USU Mission principle that “academics come first,” student workers are encouraged to limit their hours during the academic year in order to devote sufficient attention to their studies.

397.4 RESPONSIBILITIES

4.1 Human Resources and Career Services

Human Resources and Career Services work together with the Office of Affirmative Action/Equal Opportunity to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University's commitment to affirmative action and equal opportunity refer to Policy 303: Affirmative Action/Equal Opportunity.

397.5 RELATED USU POLICIES

- Utah State University Policy 303 Affirmative Action/Equal Opportunity
- Utah State University Policy 390 Employment-at-Will
- Utah State University Policy 534 Protection of Minors

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

POLICY HISTORY

Original issue date: 1997/01/24

Last Review date: 2019 _____

Previous revision dates: 1999/07/01

ITEM FOR ACTION

RE: Updates to University Policy 397: Hourly Employment

SUMMARY OF CHANGES

- **Update Policy Title-** Renamed Policy 397 to Non-Benefited and Student Employment to distinguish non-benefited hourly employees from non-exempt hourly employees.
- **Update Department Name and Responsibilities-** Updated Student Employment to Career Services to reflect the Department's current name. Clarified responsibilities of Career Services and the Office of Human Resources as they relate to the employment and hiring of non-benefited employees.
- **Update AA/EO Language-** Updated language to align with current definitions from the Office of Equity.
- **Add Student Visa Language-** Added language regarding employment authorization to include student visas since this policy includes student employment for foreign national student employees.
- **Clarify Minimum Age Requirements-** Clarified the minimum age of minor workers as 16 per discussions with Risk Management. Minors between the ages of 14-15 have more restrictions on when they can work, how many hours, and the types of positions they can hold. These restrictions diminish when the minor turns 16. It limits the risk to the university by only hiring employees age 16 or older. Exceptions to this need to be reviewed with HR.
(<https://www.youthrules.gov/know-the-limits/index.htm>)
- **Delete Student Spouse/Partner Priority-** Removed the priority for partners/spouses of students for non-benefited positions with the support of James Morales as neither office was practicing this.
- **Clarify and Define Employment Types-** Clarified sections for hourly and student employees. Added sections for Teaching Non-Benefited and Set Amount Employees. These employees have not been previously included in a policy.



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 3rd 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.

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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

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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.

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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).

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.

**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.

<u>Unit/College/Department</u>	<u>EPC Actions 2018-2019</u>
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

<u>Course Prefix and Number</u>	<u>Course Title</u>	<u>Course Designation</u>
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

Fiscal Year 2018-2019



September 13, 2019



Annual Report

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 ^a	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

^a 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.

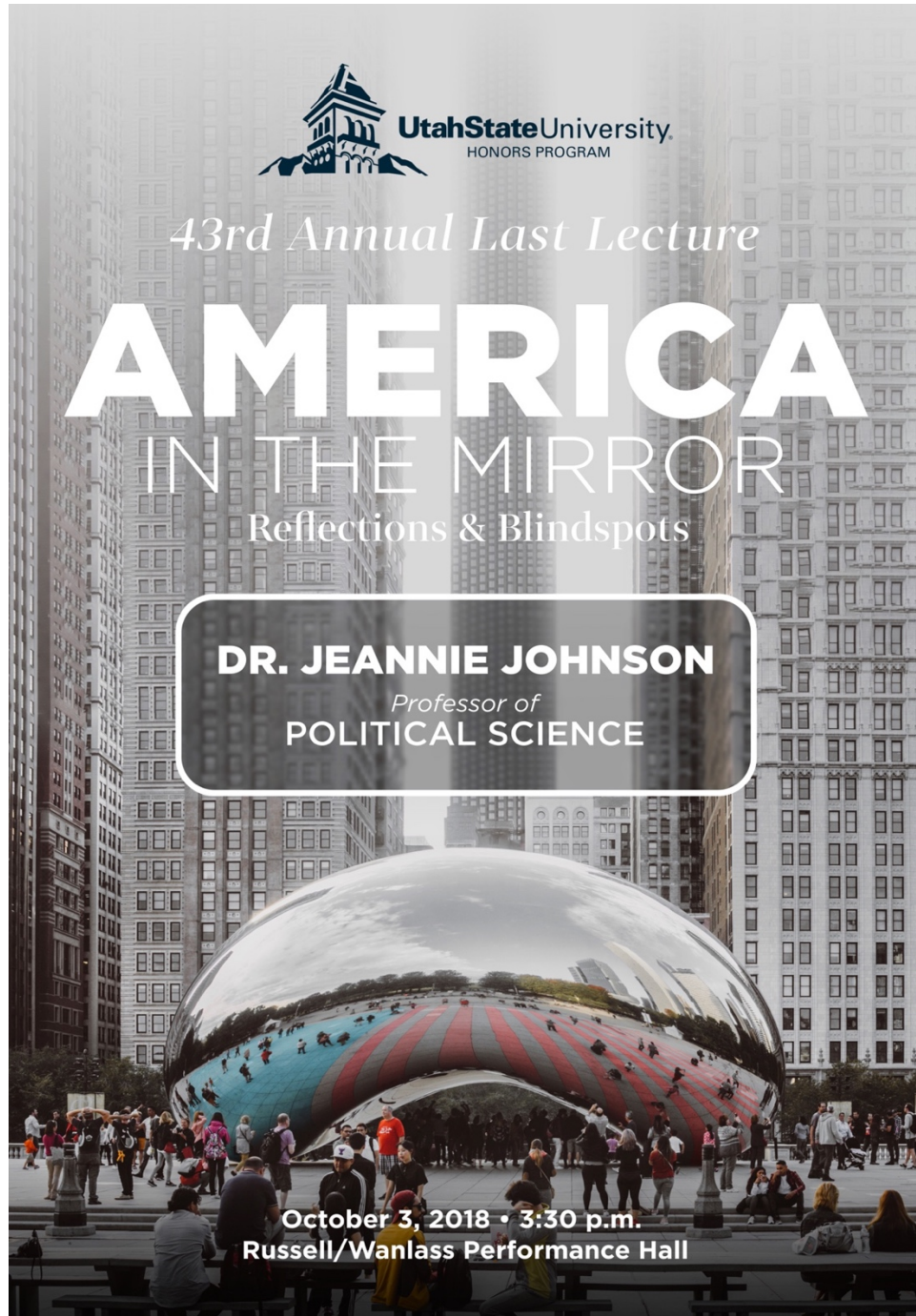
Faculty have clearly embraced this mission. This year, 238 faculty engaged with Honors in some way, an increase of 10% over last year. This work included teaching Honors Experience Seminars (General Education (GE) Breadth courses) for first-year students; Honors Think Tanks (team-taught, cross-disciplinary 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 43rd 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 —

Utah State University
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.

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Utah State University

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 ^a (%)	1 st 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%	– ^b
Honors Current/Transfer	24	42%	58%	17%	21%	– ^b
<i>USU Comparison</i>	4,438	44%	56%	12%	10%	– ^b
Honors Graduates	38	37%	63%	0%	– ^b	– ^b
<i>USU Comparison</i>	4,751	43%	57%	5%	– ^b	– ^b

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

^b Data unavailable.

C. PARTICIPANTS

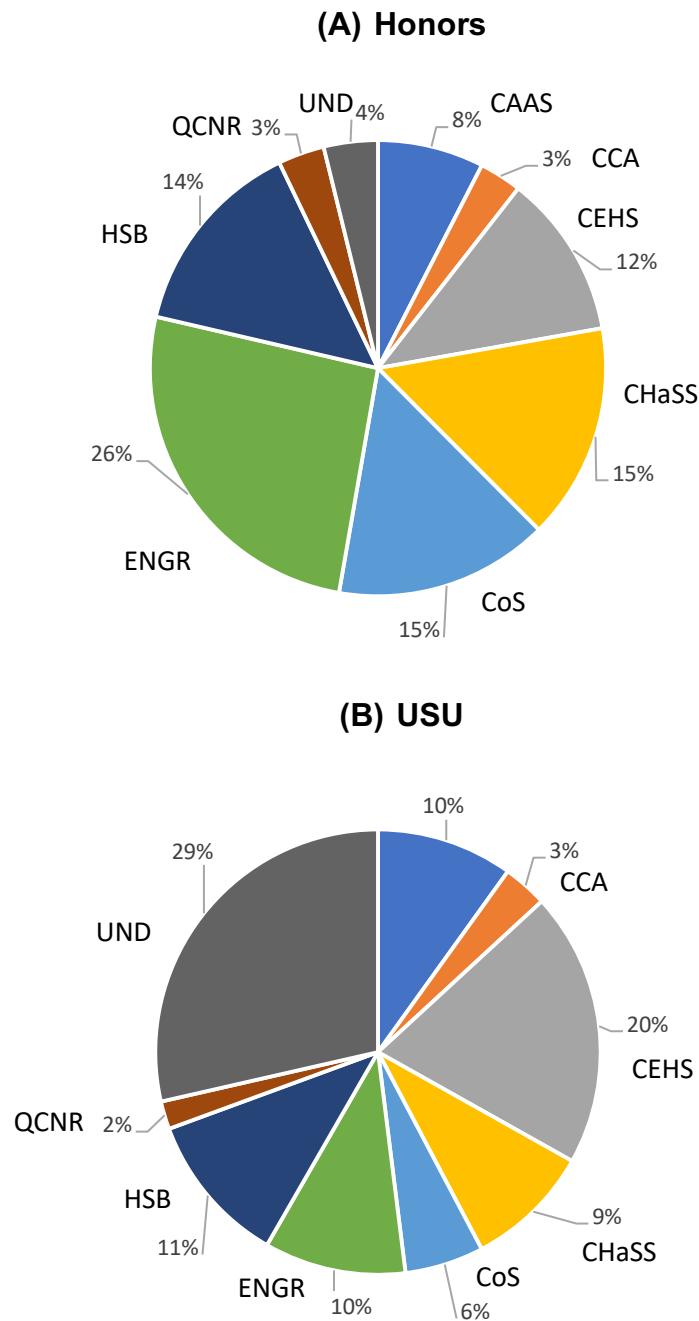


Figure C-1. FY 2018-2019 Honors (A) and general USU (B) student population by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College 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.

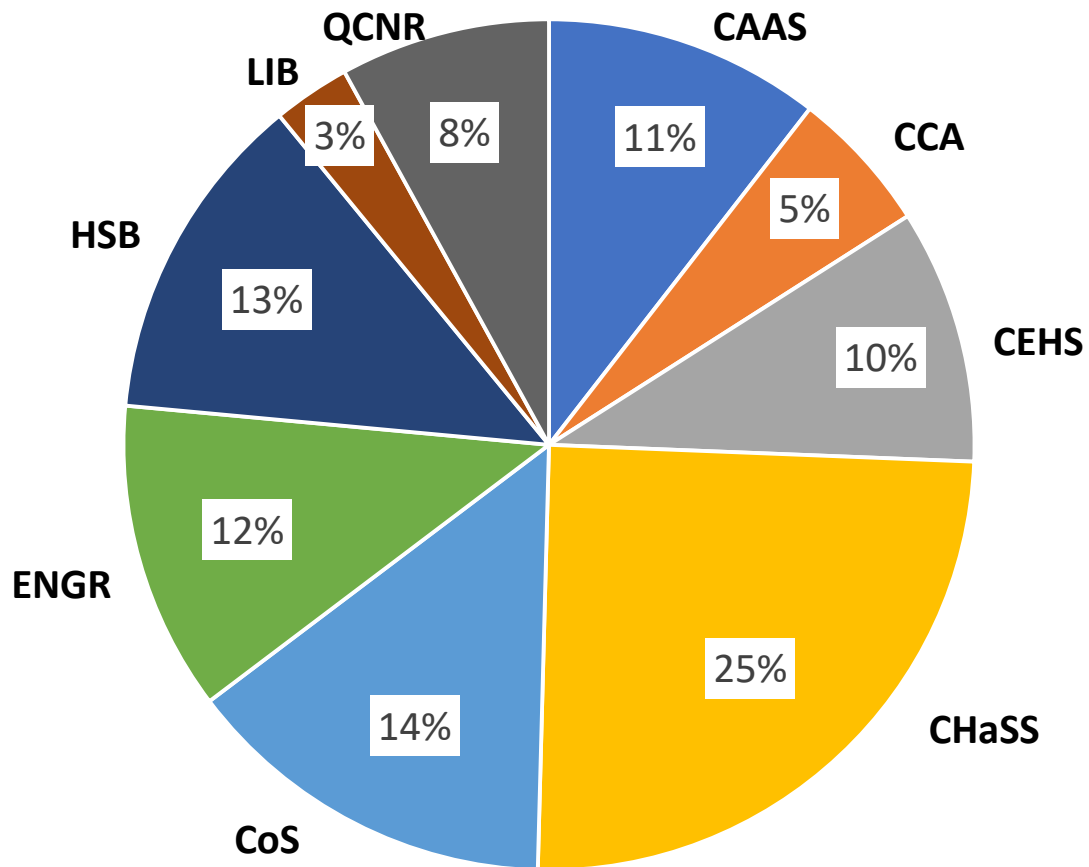


Figure C-2. FY 2018-2019 Honors-engaged faculty by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College 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

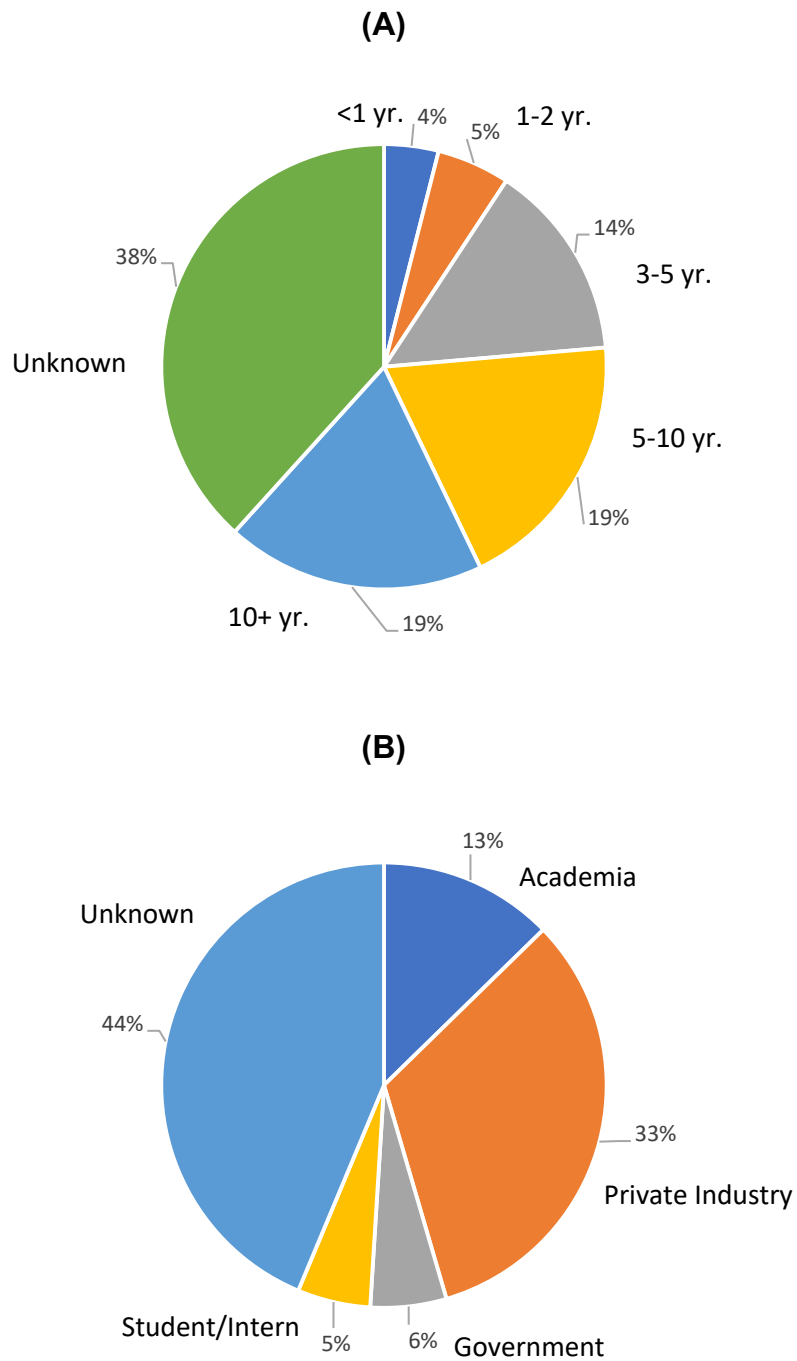


Figure C-3. Time since USU graduation (A) and employment sector (B) of USU Honors Program alumni during FY 2018-2019.

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.

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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

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

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM ^a (%)	1 st 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%

^a 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

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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.

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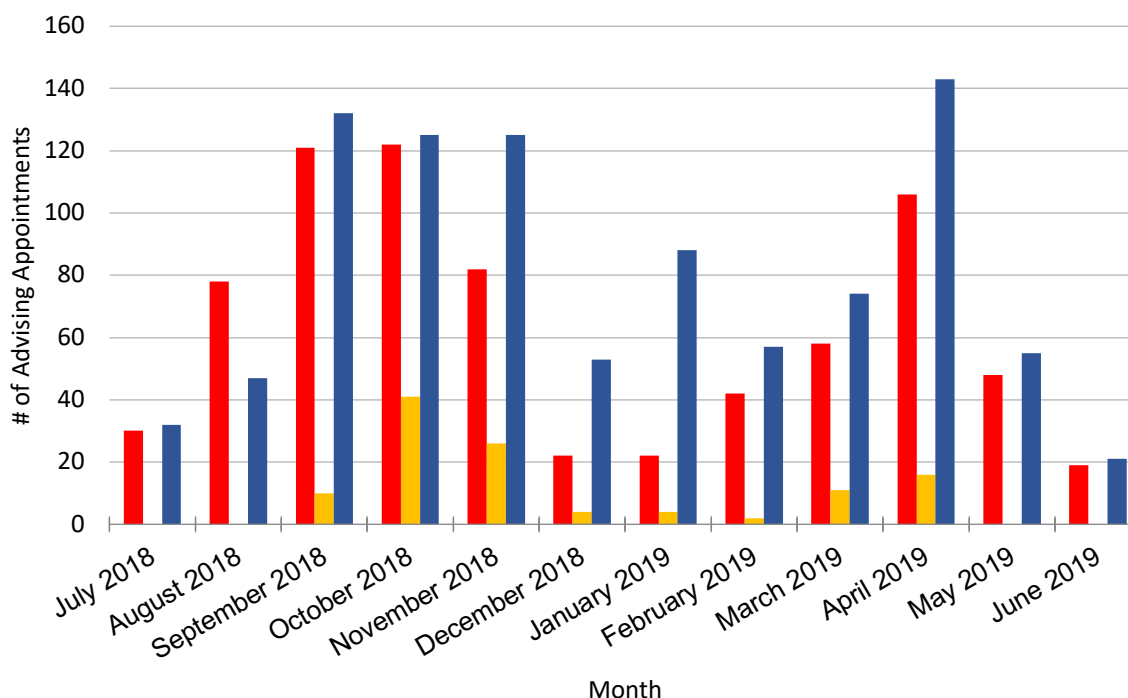


Figure E-1. Honors academic advising appointments by month during FY 2018-2019. Red bars represent Academic Advisor appointments, peer advisor appointments are shown in orange. Academic Advisor appointments for FY 2017-2018 are shown in blue bars for comparison.

7. Website

The Honors Program's website (honors.usu.edu) 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

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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.

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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 ^a
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

^a 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

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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

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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.

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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

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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

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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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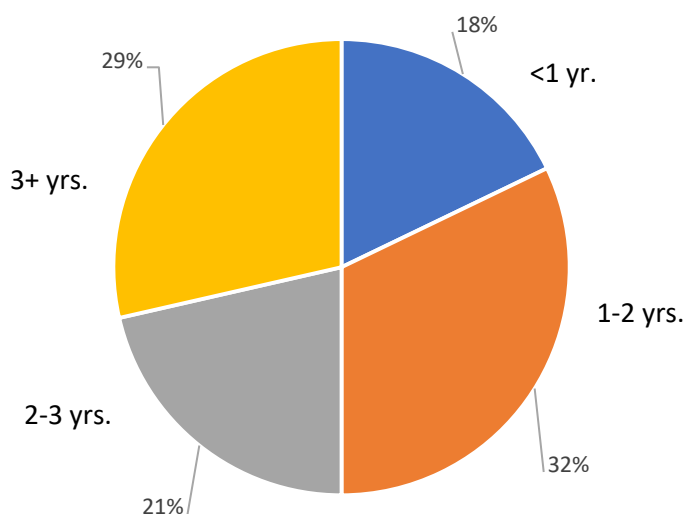


Figure E-2. Time left until graduation of 56 honors student participants in the Alumni Mentoring Program FY 2018-2019.

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.

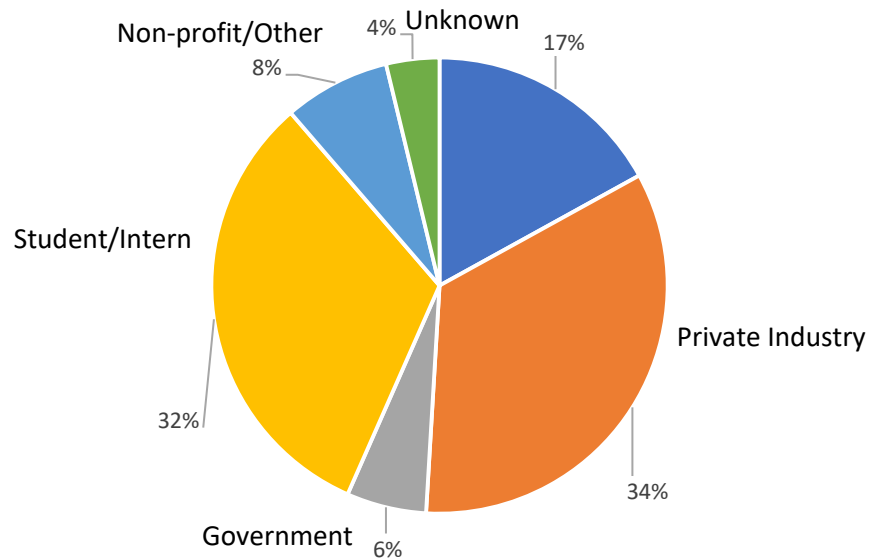
22. National Scholarship Mentoring and Application Support

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)

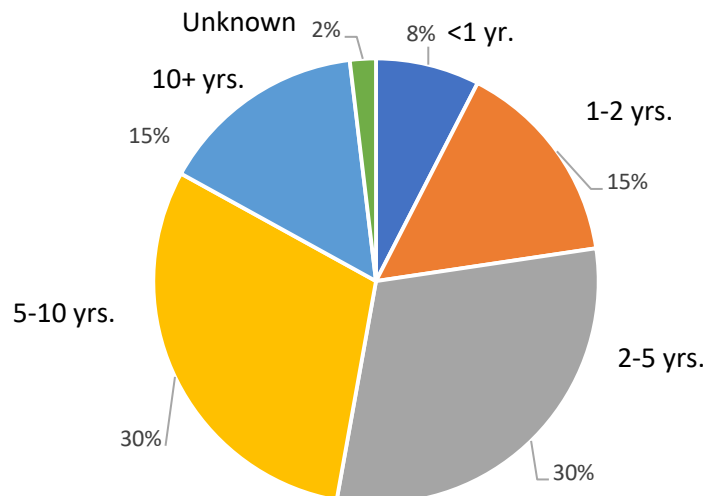


Figure E-3. Demographics of Honors alumni participating in the Alumni Mentoring Program during FY 2018-2019: (A) Employment sector; (B) Time since graduation.

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 44th 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 Peeples 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.

G. OUTPUTS AND OUTCOMES

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.

G. OUTPUTS AND OUTCOMES

- 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.

G. OUTPUTS AND OUTCOMES

- 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.

G. OUTPUTS AND OUTCOMES

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

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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,
Frankie

Penner, Hannah

Dehlin, Tori

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

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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

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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

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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

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Table H-1. Continued.

Name	College	Department(s)	Designation
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

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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

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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

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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

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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

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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

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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.

Name	College	Department
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

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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

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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
Hoopess, 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

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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

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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

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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)

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?